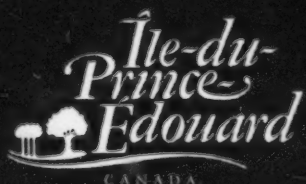


Department of Education
ANNUAL REPORT
2006-2007



**Annual Report
Rapport Annuel**

**April 1, 2006 to March 31, 2007
Du 1^{er} avril 2006 au 31 mars 2007**

***Prince Edward Island
Department of Education***

***Île-du-Prince-Édouard
Ministère de l'Éducation***

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Message From the Minister

Message de la ministre



To the Honourable Barbara A. Hagerman
Lieutenant Governor
Province of Prince Edward Island

Your Honour:

As Minister of Education, it is my privilege
to submit our Annual Report for the fiscal
year ended March 31, 2007.

Respectfully submitted,

Présenté à l'honorable Barbara A. Hagerman
Lieutenante-gouverneure
de l'Île-du-Prince-Édouard

Votre Honneur,

En tant que ministre de l'Éducation, j'ai le
privège de soumettre notre rapport annuel
pour l'année financière se terminant le
31 mars 2007.

Respectueusement soumis,

A handwritten signature in cursive script that reads "Gerard Greenan".

Gerard Greenan
Minister of Education
Ministre de l'Éducation

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Deputy Minister's Message

Message de la sous-ministre

The Honourable Gerard Greenan
Minister of Education
PO Box 2000
Charlottetown, PE C1A 7N8



L'honorable Gerard Greenan
Ministre de l'Éducation
C.P. 2000
Charlottetown (Î.-P.-É.) C1A 7N8

Honourable Minister:

It is my pleasure to provide you with this report of Department of Education accomplishments for the fiscal year 2006-2007.

This was an exciting year which was marked by the introduction of strategic initiatives to improve student achievement and lifelong learning in our province. Among the highlights were the development of a multi-year Student Achievement Action Plan, the opening of state-of-the-art post-secondary facilities, and the development of a provincial literacy and learning strategy.

I wish to commend the dedicated staff of our department for their tireless efforts and the endless enthusiasm they bring to new initiatives while continuing to deliver high quality learning services.

I also acknowledge with appreciation the support we receive from our colleagues in government as we work collaboratively to offer learning opportunities that will result in a stronger Island economy and society.

Honorable Ministre,

C'est avec plaisir que je vous présente ce rapport portant sur les réalisations du ministère de l'Éducation au cours de l'année financière 2006-2007.

Cette année intéressante a été marquée par l'introduction d'initiatives stratégiques pour améliorer les résultats des élèves et l'apprentissage de toute une vie dans notre province. Les points saillants incluent l'élaboration d'un plan d'action pluriannuel sur le rendement scolaire, l'ouverture d'installations postsecondaires ultramodernes et l'élaboration d'une stratégie provinciale sur la littératie et l'apprentissage.

Je tiens à féliciter les membres dévoués du personnel de notre ministère pour leurs efforts incessants et pour l'enthousiasme continu qu'ils apportent aux nouvelles initiatives, tout en continuant à offrir des services d'apprentissage de qualité.

Je voudrais aussi souligner l'appui que nous recevons de nos collègues gouvernementaux lorsque nous travaillons ensemble afin d'offrir des possibilités d'apprentissage qui feront en sorte que l'économie et la société de l'Île soient plus fortes.

A handwritten signature in dark ink, reading "Shauna Sullivan Curley". The signature is fluid and cursive, with the first name being the most prominent.

Shauna Sullivan Curley, Q.C.
Deputy Minister of Education

Shauna Sullivan Curley, c.r.
La sous-ministre de l'Éducation,

Year in Review

During the fiscal year 2006-2007, the Department of Education developed education policy and administered funding of \$239.8 million to support learning.

Early Learning

There were 1,278 children enrolled in 88 kindergarten programs in 2006-2007. This represents over 95 per cent of the eligible kindergarten population. Funding of \$3.1 million was provided for kindergarten resources, curriculum development and administration of the kindergarten program.

One of the highlights of the year was the introduction of the *Bridges* project. This is a collaborative initiative of the Department of Education, the Department of Social Services and Seniors and the Early Childhood Development Association. Through the project, kindergarten specialists and consultants provide support to early childhood programs and increase public understanding of early learning.

Committees were established to begin the development of an integrated kindergarten curriculum.

Kindergarten educators participated in several Department of Education professional development workshops on topics such as early literacy learning, math and language arts curricula.

A new kindergarten progress report was introduced to inform parents of how their children are progressing in several areas of development such as literacy and numeracy.

A new resource and administration grant was provided to kindergartens and funding was provided to the Early Childhood Development Association to hire an executive director.

Elementary and Secondary Learning

School boards received operational funding of \$152.5 million in 2006-2007, up \$5 million from the previous year.

Enrolment in the three school boards was 21,562, down slightly from 22,138 in 2005-2006.

In 2006-2007, the average class size in PEI was 18 in grades 1 to 3; 21 in grades 4 to 6; and 24 in grades 7 to 9. The student-educator ratio was 14 to 1, which is lower than the Canadian average of 16 to 1. These improvements are the result of the provincial government's commitment to maintain and increase teaching positions even as enrolments decline.

In April 2006 the provincial government announced that it would commit \$9 million over a three-year period to implement recommendations made by the Premier's Task Force on Student Achievement. The

final report of the task force, which was released in January 2006, contained 20 recommendations in key areas such as curriculum and assessment, early literacy, student engagement and parent involvement. The 2006-2007 budget contained \$1 million to support the development and implementation of a Student Achievement Action Plan. Funding will rise to \$3 million in 2007-2008, and \$5 million in 2008-2009.

New provincial common assessment tools were developed for implementation in 2007 in Grade 3 reading and writing and Grade 9 math. The Pan Canadian Assessment Program (PCAP) and the Programme for International Assessment (PISA) were also administered.

An Early Learning and Literacy framework was developed to identify strategies and resources to ensure that children are reading at a Grade 3 level by the end of Grade 3. Three early literacy coaches were hired to work with teachers and students in elementary schools on early literacy development. Early literacy intervention tools were tested, new classroom literacy resources were made available and additional investments of \$225,000 were made to enhance school library collections.

Among the new curricula implemented in 2006-2007 were a new high school chemistry curriculum, a Grade 8 social studies curriculum, and new health curricula for the primary grades. A new Grade 1 language arts resource, *Literacy Place for the*

Early Years was piloted, as well as a high school biology curriculum, and a Grade 6 Intensive Core French program. Work continued on the development of many new trades courses and resources.

Ten schools completed a new school development pilot and 42 more schools began the school development process in September 2006. Through this process teachers, staff and parents develop goals and a three-year plan for their school in three key areas: teaching and learning, the school environment and parent involvement. The department developed data collection instruments for schools to use in developing and monitoring their school development plans.

In response to an unprecedented demand for English as an Additional Language (EAL) services, a new provincial EAL service delivery model was developed.

Technology in Education resources were transferred to the new IT Shared Services Unit of Provincial Treasury.

StudentsAchieve software was purchased for 23 schools to support online communication between teachers, students and parents.

Construction of a new \$5.2 million French language school in West Prince was completed. Work continued on the \$3 million renovation and expansion of Parkside Elementary School. Planning began

for the construction of a new \$14 million Montague Regional High School.

Through the reactivation of the Instructional Staffing Model in 2006, six new positions were added and approximately 30 teaching positions were maintained that would otherwise have been lost due to declining enrolments.

Post-Secondary and Adult Learning

There were over 5,500 full-time students enrolled at UPEI, Holland College and la Société Éducative this year. The province invested approximately \$62 million in post-secondary and adult learning programs.

A new \$7 million Centre for Labour Force Innovation was officially opened at Holland College in September 2006. The new 38,000 square-foot facility offers training in bioscience technologies, programming for people who are re-entering the labour force, and a central location for research and workplace learning.

A new National Research Council Institute for Nutrisciences and Health was officially opened at UPEI in February 2007. The \$13.5 million state-of-the-art facility supports collaborative research and commercialization for the bioresource sector.

Construction began on a new facility for the School of Business Administration at UPEI.

Provincial government funding of \$6.6 million was made available to provide provincial student loans to 1,760 Island students. An additional \$1.4 million was made available to help 392 students reduce their student debt. 1,178 students received the Island Student Award of \$600. Funding of \$115,915 was provided to 275 students through the Community Service Bursary program.

A new Millenium PEI Access Grant was introduced and funding of \$153,000 was awarded to 153 students from low income families.

170 tradespeople received certification in the trades. A new record of 90 apprentices graduated and received their Certificate of Qualification in June 2006.

Over 1,400 Islanders were enrolled in adult basic education programs and 247 adult Islanders received their GEDs.

A provincial literacy and learning strategy was developed to encourage Islanders to improve their literacy skills and participate in lifelong learning activities.

Bilan de l'année

Au cours de l'année financière 2006-2007, le ministère de l'Éducation a élaboré des politiques en éducation et administré le montant de 239,8 millions de dollars afin d'appuyer l'apprentissage.

Apprentissage des jeunes enfants

En 2006-2007, 1 278 enfants étaient inscrits à 88 programmes de maternelle, ce qui représente plus de 95 pour cent de la population admissible à ces programmes. Un montant de 3,1 millions de dollars a été offert pour financer des ressources de maternelle, élaborer des programmes d'études et administrer le programme de maternelle.

Un des faits saillants de l'année a été l'introduction du projet *Bridges*. Il s'agit d'une initiative de collaboration du ministère de l'Éducation, du ministère des Services sociaux et des Aînés et de la Early Childhood Development Association. Par l'entremise de ce projet, des spécialistes et des conseillers de maternelle appuient les programmes pour jeunes enfants et sensibilisent le grand public à l'apprentissage des jeunes enfants.

On a créé des comités pour entamer l'élaboration d'un programme d'études intégré pour les maternelles.

Des éducatrices de maternelle ont participé à plusieurs ateliers de perfectionnement professionnel du ministère de l'Éducation sur des sujets tels que l'apprentissage de la littératie chez les jeunes enfants et les programmes d'études en mathématiques et en langues.

Un nouveau rapport d'étape a été introduit afin d'informer les parents sur le progrès des enfants dans plusieurs secteurs de développement, tels que la littératie et la numératie.

Une nouvelle subvention pour les ressources et l'administration a été versée aux maternelles et la Early Childhood Development Association a reçu des fonds pour embaucher un directeur général.

Apprentissage à l'élémentaire et au secondaire

Les commissions scolaires ont reçu des fonds de fonctionnement au montant de 152,5 millions de dollars, soit une augmentation de 5 millions de dollars par rapport à l'an dernier.

L'inscription aux trois commissions scolaires se chiffrait à 21 562, une faible diminution par rapport à 22 138 en 2005-2006.

En 2006-2007, la taille moyenne des classes à l'Î.-P.-É. était de 18 élèves de la 1^{re} à la 3^e année, de 21 de la 4^e à la 6^e année et de 24 de la 7^e à la 9^e année. Le ratio élèves-éducateur était de 14 à 1, ce qui est plus bas que la moyenne canadienne de 16 à 1. Ces améliorations sont le résultat de l'engagement du gouvernement provincial à conserver et à augmenter le nombre de postes d'enseignement même si le nombre d'inscriptions diminue.

En avril 2006, le gouvernement provincial annonçait qu'il s'engageait à verser 9 millions de dollars sur une période de trois ans afin de mettre en oeuvre des recommandations faites par le Groupe de travail du premier ministre sur le rendement scolaire. Le rapport final du groupe de travail, rendu public en janvier 2006, renfermait 20 recommandations dans des domaines clés tels que les programmes d'études et l'évaluation, la littératie chez les jeunes enfants, l'engagement des élèves et la participation des parents. Dans le budget 2006-2007, un million de dollars était réservé à l'élaboration et à la mise en oeuvre d'un plan d'action sur le rendement scolaire. Un montant de 3 millions de dollars sera disponible en 2007-2008, et 5 millions de dollars en 2008-2009.

De nouvelles ressources provinciales d'évaluation commune pour la mise en oeuvre en 2007 ont été élaborées pour la lecture et l'écriture en 3^e année et les mathématiques en 9^e année. Le Programme pancanadien d'évaluation (PPCE) et le Programme international pour le suivi des

acquis des élèves (PISA) ont également été administrés.

Un cadre de travail en apprentissage et en littératie chez les jeunes enfants a été élaboré pour identifier des stratégies et des ressources qui assureront que les enfants soient capables de lire au niveau de la 3^e année à la fin de la 3^e année. Trois mentors en littératie chez les jeunes enfants ont été embauchés pour travailler avec les enseignants et les élèves dans les écoles élémentaires sur le développement en littératie chez les jeunes enfants. Des outils d'intervention en littératie chez les jeunes enfants ont été mis à l'épreuve, de nouvelles ressources en littératie dans la salle de classe ont été rendues disponibles et d'autres fonds, soit 225 000 \$, ont été versés pour augmenter les collections dans les bibliothèques scolaires.

En 2006-2007, de nouveaux programmes d'études ont été mis en oeuvre en chimie au niveau secondaire, en sciences humaines au niveau de la 8^e année et en santé au niveau élémentaire. Une nouvelle ressource sur les arts langagiers pour la 1^{re} année, *Literacy Place for the Early Years*, a été pilotée, ainsi qu'un programme d'études en biologie au secondaire et un programme intensif de français de base en 6^e année. Le travail s'est poursuivi sur l'établissement de nombreux nouveaux cours et de nouvelles ressources pour les métiers.

Dix écoles ont complété le nouveau projet pilote de développement des écoles et 42 autres écoles ont entamé le processus de

développement des écoles en septembre 2006. Par l'entremise de ce processus, les enseignants, le personnel et les parents établissent des objectifs et un plan de trois ans pour leur école dans trois domaines clés : l'enseignement et l'apprentissage, l'environnement scolaire et la participation des parents. Le ministère a élaboré des outils de collecte des données que les écoles pourront utiliser pour élaborer et suivre de près les plans de développement des écoles.

En réponse à une demande sans précédent de services en anglais langue additionnelle (ALA), un nouveau modèle provincial de prestation de services en ALA a été établi.

Les ressources de Technologie en éducation ont été transférées à la nouvelle unité de Services partagés en TI du Trésor provincial.

Le logiciel *StudentsAchieve* a été acheté pour 23 écoles afin d'appuyer la communication en ligne entre enseignants, élèves et parents.

La construction d'une nouvelle école de langue française de 5,2 millions de dollars à Prince-Ouest est terminée. Les travaux de rénovation et d'expansion s'élevant à 3 millions de dollars se poursuivent à l'école Parkside Elementary. On a entamé la planification de la construction de la nouvelle école Montague Regional High, projet se chiffrant à 14 millions de dollars.

Grâce à la réactivation du modèle de dotation du personnel enseignant en 2006, six nouveaux postes se sont ajoutés et environ 30 postes d'enseignant, qui

autrement auraient été éliminés en raison de la baisse d'inscriptions, ont été conservés.

Apprentissage postsecondaire et des adultes

Cette année, UPEI, Holland College et la Société éducative accueilleraient plus de 5 500 étudiants à plein temps. La province a investi environ 62 millions de dollars dans des programmes postsecondaires et d'apprentissage des adultes.

En septembre 2006, un nouveau centre d'innovation pour la main-d'oeuvre de 7 millions de dollars a officiellement ouvert ses portes à Holland College. Cette nouvelle installation de 38 000 pieds carrés offre de la formation en technologies de sciences biologiques et en programmation pour les gens qui retournent sur le marché du travail et un lieu central pour la recherche et l'apprentissage en milieu de travail.

En février 2007 a eu lieu à UPEI l'ouverture officielle du nouvel Institut des sciences nutritionnelles et de la santé du Conseil national des recherches. Cette installation ultramoderne de 13,5 millions de dollars appuie la recherche et la commercialisation concertées dans le secteur des ressources biologiques.

Une nouvelle installation est maintenant en construction à UPEI, soit la School of Business Administration (Faculté d'administration des affaires).

Un montant de 6,6 millions de dollars provenant du gouvernement provincial a été

accordé afin d'offrir des prêts étudiants provinciaux à 1 760 étudiants de l'Île. Un autre 1,4 million de dollars a été offert pour aider 392 étudiants à réduire leur dette étudiante. Un total de 1 178 étudiants ont reçu la Bourse d'études de l'Île de 600 \$. Enfin, par l'entremise du programme de la Bourse de service communautaire, 275 étudiants ont reçu un total de 115 915 \$.

Une nouvelle Subvention d'accès du millénaire de l'Île-du-Prince-Édouard a été introduite et un montant total de 153 000 \$ a été partagé entre 153 étudiants provenant de familles à faible revenu.

Un total de 170 personnes de métier ont reçu leur certification. Un nombre record de 90 apprentis ont reçu leur diplôme et leur certificat de compétences en juin 2006.

Plus de 1 400 Insulaires étaient inscrits aux programmes d'éducation de base pour adultes et 247 Insulaires adultes ont reçu leur diplôme d'études générales.

Une stratégie provinciale qui vise à accroître les niveaux de littératie et à créer une culture d'apprentissage a été élaborée afin d'encourager les Insulaires à améliorer leurs compétences en littératie et à participer à des activités d'apprentissage pendant toute la vie.

Department of Education Strategic Plan

Vision, Mission, Principles and Goals

Vision Statement

Prince Edward Island is a place where learning is highly valued. All individuals have the opportunity to develop their full social, intellectual, economic, cultural and physical potential. The Department of Education is the leader in ensuring equitable opportunities for lifelong learning. We work with individuals, communities and other partners to enable them to value the past, embrace the present and shape the future.

Mission Statement

The mission of the Department of Education is to make its vision a reality by providing leadership in the pursuit of excellence, and by creating effective learning opportunities for all. Specifically, the Department of Education is responsible for acceptable results in the following areas:

- quality of legislation, regulation and policies for public education, continuing education and training;
- quality of programs and services for public education, continuing education and training;
- public and client satisfaction with the department's programs and services;
- accessibility and equity of programs and services; and
- employee satisfaction.

Guiding Principles

The Department of Education is responsible for ensuring equitable learning opportunities for lifelong learning in Prince Edward Island.

Values, beliefs and principles are the foundation for leadership and decision-making within the organization. The Department of Education believes that an informed and knowledgeable citizen is critical for a vibrant, democratic society.

We value:

- our human resources,
- public service,
- timely and relevant communication,
- innovation and creativity,
- delivery of high-quality services, and
- honesty and respect.

We believe that:

- responsibility for learning is shared among individuals, families and communities;
- everyone has the right to learn;
- learning occurs in many different ways, in many different places and at many different ages; and
- all learners have the right to access learning opportunities to enable them to reach their potential.

Organizational Principles

Our values and beliefs are reflected in organizational principles which are vital to a healthy work environment.

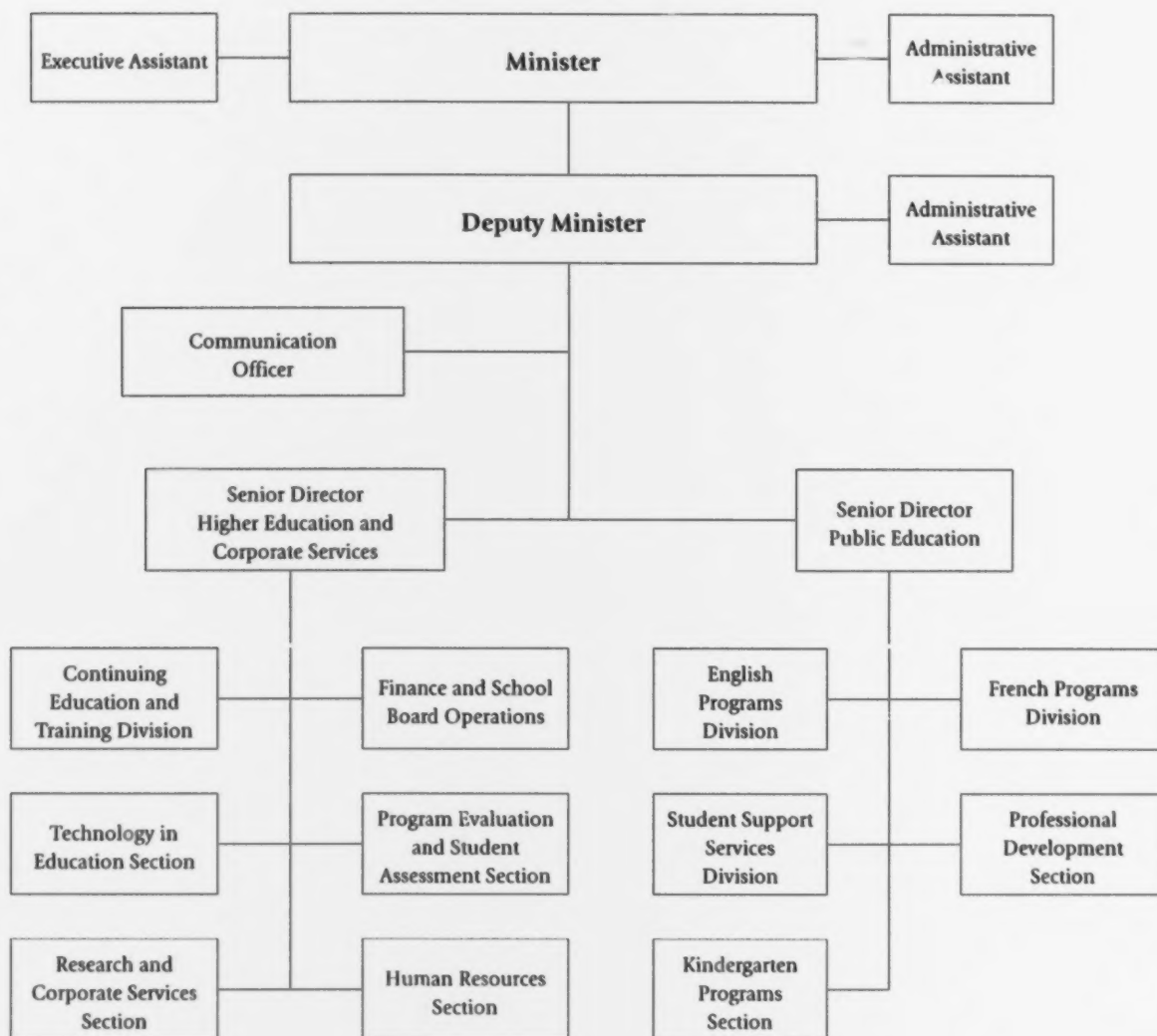
- The mission statement for the Department of Education will form the basis for decision-making.
- The divisional and sectional roles and responsibilities must be clearly reflective of the department's vision, mission, values and beliefs.
- The roles and responsibilities of individuals in the department will be clearly defined.
- The accountability framework for the department will include a monitoring system for measuring results.
- A good communication plan is essential for a well-functioning workplace. It must include timely information, flowing across the organization.
- Every individual in the department recognizes the value of teamwork, and will be encouraged to take advantage of opportunities for working together. Cooperation means respect for others. The department will promote an atmosphere for the creative exchange of information and ideas.
- Staff initiative and empowerment to complete the job at hand are critical for success. The department will provide training and professional development opportunities for staff to develop their skills and abilities.
- Cooperation among partners in education is fundamental to the success of our mission.

Goals of Department of Education

- ▶ Improve lifelong learning outcomes in PEI
- ▶ Increase public and client satisfaction with department programs and services
- ▶ Improve employee satisfaction
- ▶ Improve collaboration with and influence on education partners, departments, governments and institutions who have an impact on our clients
- ▶ Improve accountability

Department of Education Organization Chart

2006-2007



Minister's Roles and Responsibilities

The minister shall:

- define the goals, standards, guidelines, policies and priorities applicable to the provision of education in Prince Edward Island;
- research and assess changing needs, trends and approaches in education and develop and implement strategic plans;
- provide leadership and coordination in developing curriculum, defining curriculum, articulating curriculum standards and assessing and evaluating programs at each level;
- establish expected outcomes and standards of performance and assess the extent to which outcomes are achieved and standards are met;
- establish policies for the provision of special education services;
- establish rules respecting the granting of credits, provincial certificates and diplomas;
- establish the school calendar in accordance with the regulations; and
- establish an accountability framework for the school system.

The minister may:

- approve and establish courses of study, including the amount of instructional time;
- approve educational programs and instructional material for use in the schools and educational resource materials in support of educational programs;
- prohibit, where the minister considers it necessary, the use of educational programs or instructional materials in schools;
- approve the conduct of pilot, experimental or local programs in schools;
- establish such policies respecting educational services as the minister considers necessary;
- establish policies respecting the assessment and evaluation of students;
- establish classes and categories of instructional licences and authorizations to substitute for teachers;
- determine the number and type of positions in each school board; and
- take such action as the minister may consider necessary for the purpose of carrying out the minister's powers, responsibilities or functions under the *School Act*.

Deputy Minister's Roles and Responsibilities

The Deputy Minister of Education is responsible to the Premier and to the Minister of Education and is a member of the senior management team within Government. As the senior public service employee in the department, the deputy minister is responsible for leadership in promoting lifelong learning by achieving acceptable results in:

- quality of legislation, regulation and enforcement of all acts assigned to the department;
- quality of programs and services in public education and in continuing education and training;
- quality of policies in public education and in continuing education and training;
- public satisfaction with the department's performance;
- client satisfaction with the department's programs and services;
- quality of educational and other departmental outcomes;
- impact of the department's programs and services on educational, economic, social and cultural outcomes;
- cost effectiveness of the department's programs and services and the condition of the department's finances;
- employee satisfaction and performance;
- occupational health, welfare and safety of department employees; and
- condition of the department's physical assets.

Legislative Responsibility

Legislation

Legislation administered by the Department of Education for which the Minister of Education is responsible:

- *Apprenticeship and Trades Qualification Act*
- *Holland College Act*
- *Island Regulatory and Appeals Commission Act*
- *Maritime Provinces Higher Education Commission Act*
- *Prince Edward Island Hairdressers' Association Act*
- *Private Training Schools Act*
- *School Act*
- *Teachers' Superannuation Act*
- *University Act*

Approved Minister's Directives

Education policy is established under the *School Act* through Minister's Directives. The following directives were approved during the reporting period:

MD No. 2006-04, School Board Staffing and Funding Program for the 2006-2007 School Board Fiscal Year
(Supersedes MD No. 2005-02)

MD No. 2006-05, Terms of Employment for Non-Instructional Substitutes
(Supersedes MD No. 2005-07)

MD No. 2006-06, Designation of Supervisory Employees
(Supersedes MD No. 96-04)

MD No. 2006-07, School Calendar for the 2006-2007 School Year
(Supersedes MD No. 2006-01)

MD No. 2007-01, Tuition Fees
(Supersedes MD No. 2004-03)

MD No. 2007-02, Procedures for Dealing with Life-Threatening Allergies
(Supersedes MD No. 2006-02)

MD No. 2007-03, Amendment to MD No. 99-04 School Councils

MD No. 2007-04, School Calendar for the 2007-2008 School Year

Roles of Divisions

Public Education Branch

The Public Education Branch is responsible for the provision of public education programs and services in kindergarten and for grades 1 through 12. The branch carries out its work through three divisions and two sections:

English Programs and School Development

The English Programs and School Development Division is responsible for developing, implementing, evaluating and supporting high-quality curriculum, programs and services in English to meet the needs of students in the public school system of PEI (Grade 1 to Grade 12). The division provides leadership, coordination and support in the development and maintenance of quality learning programs, courses and resources for the Prince Edward Island public school system. The division also has responsibility for guiding and implementing the school development planning process.

French Programs

The French Programs Division is responsible for developing, implementing, evaluating and supporting high quality curriculum, programs and services to meet the needs of students in the public school system of PEI (Grade 1 to Grade 12), and provides

opportunities for French language acquisition. These programs are made available to three sectors of the educational system: French first language, French immersion and core French.

Programmes en français

La Division des programmes en français est responsable d'élaborer, de mettre en oeuvre et d'évaluer des programmes d'études, des services et des initiatives de haute qualité pour répondre aux besoins des élèves du système scolaire de l'Î.-P.-É. (1^{re} à la 12^e année); d'assurer un soutien à cet égard et d'offrir des possibilités d'apprentissage de la langue française. Ces programmes sont dispensés dans trois secteurs du système scolaire : français langue première, immersion française et français de base.

Student Support Services

The Student Services Division is responsible for providing leadership, services and support in the following areas: special education, youth leadership, career development, English or French as an additional language, Provincial Adolescent School, alternative education programs, school counselling, tutoring, services to children who have visual or hearing impairments, diversity education and aboriginal education. The division provides special learning materials, monitors home

schooling and coordinates other youth initiatives. The division establishes criteria for, and supports the provision of, educational assistants and youth service workers.

Professional Development

The Professional Development Section supports educators in continuous learning so they are kept abreast of new knowledge, best practices and opportunities to integrate this into their work in support of student learning.

Kindergarten Programs

The Kindergarten Programs Section is responsible for the Island's community-based, publicly funded kindergarten programs for five-year-old children. The role of this section is to provide leadership and support to educators and owner/operators, and to develop curriculum and policy that reflects and supports a unique approach to kindergarten. This section is also responsible for the provision of core program funding to kindergartens.

Higher Education and Corporate Services Branch ---

The Higher Education and Corporate Services Branch is responsible for the provision of quality services to both internal and external clients in support of the mandate of the department. These services include general administration, financial administration, planning, technology support and human resources. The branch carries out its work through two divisions and four sections:

Continuing Education and Training

The Continuing Education and Training Division is responsible for facilitating the delivery of education and human development programs and services to Prince Edward Island lifelong learners and ensuring that learners have access to post-secondary education. Within this division, there are five work units:

- Apprenticeship Training,
- Literacy Initiatives Secretariat,
- Private Training Schools,
- Registrar's Office and International Education Coordination, and
- Student Financial Services.

Finance and School Board Operations

The Finance and School Board Operations Division is responsible for providing administrative and financial support services to the department and to the public education system in compliance with legislation and established Government and department policies. The division is responsible for budget development and control, accounting, purchasing, provision of school texts and learning materials, school board payroll support and school facilities. The division also provides support services

and advice on matters of a financial or administrative nature to all other divisions and to school boards.

Research and Corporate Services

The Research and Corporate Services Section provides guidance, advice and support to the department and to educational partners in the areas of applied research, strategic planning, policy and program analysis, legislative coordination, performance measurement, data management, recorded information management, the *French Language Services Act*, and the *Freedom of Information and Protection of Privacy Act*.

Program Evaluation and Student Assessment

The Program Evaluation and Student Assessment Section provides guidance, advice and support in the areas of student assessment and program evaluation to the department's branches, divisions and sections as well as to educational partners.

Communication Officer

The Communication Officer reports to the deputy minister and works with all divisions to ensure consistent information is communicated throughout the department and to the public. This position is responsible for planning, implementing and evaluating a broad range of communications activities for the department and for Government. This position also coordinates events and announcements related to department programs and initiatives.

Technology in Education

The Technology in Education Section provides leadership in the development and implementation of high quality curriculum, and communication and information technology integration in public schools.

Human Resources

The Human Resources Section is responsible for personnel and payroll administration and human resource planning and development for the department.

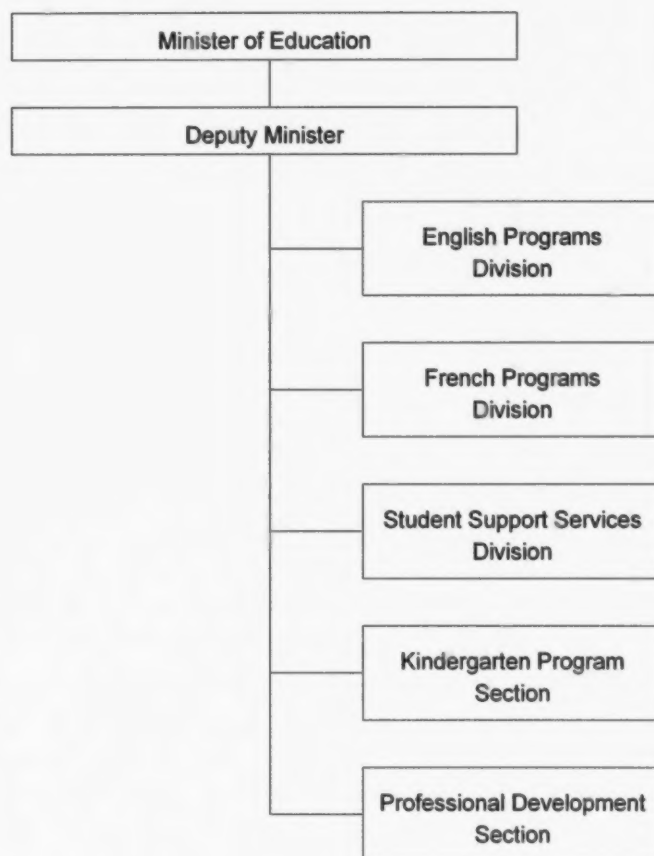
Department Performance Against Original Budget

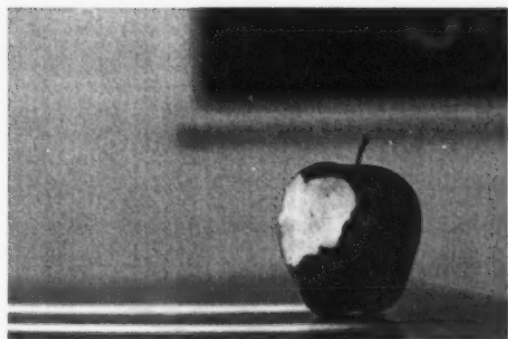
Budget Area	Original Budget 2006-2007	Expenses 2006-2007
Finance and School Board Operations	\$155,333,200	\$155,263,708
Public Education (Including Kindergarten, Student Achievement and School Development)	\$4,774,400	\$4,290,466
English Programs	\$2,239,400	\$2,363,601
French Programs	\$1,794,000	\$1,797,569
Student Support Services	\$2,613,100	\$2,500,948
Continuing Education and Training	\$63,021,800	\$62,838,343
Technology in Education	\$647,600	\$650,610
Total Department	\$230,423,500	\$229,705,245
Revenue – All Sources	\$8,629,900	\$8,055,818
Net Department Budget	\$221,793,600	\$221,649,427
Other Budget Responsibility:		
Island Regulatory and Appeals Commission	\$1,200,000	\$1,200,000

Capital Budget	Original Budget 2006-2007	Expenses 2006-2007
School Construction/School Repairs	\$8,142,000	\$9,155,300
School Bus Replacement	\$1,222,300	\$1,104,300
Department Capital Budget	\$9,364,300	\$10,259,600
Revenue	\$2,750,000	\$2,410,600
Net Department Capital	\$6,614,300	\$7,849,000

Division and Section Profiles

Department of Education Public Education Branch





Public Education Branch

Mandate

The Public Education Branch is responsible for the provision of public education programs and services in kindergarten and for grades 1 through 12. The branch carries out its work through three divisions and two sections:

- English Programs Division
- French Programs Division
- Student Support Services Division
- Kindergarten Section
- Professional Development Section

Main Areas of Responsibility

The branch provides leadership, coordination and support in the development, in-service and maintenance of high quality curriculum programs and resources in both official languages for kindergartens and the Prince Edward Island public school system. It also provides services for children and youth as well as support for school development and leadership initiatives. The branch provides policy advice and coordination of major education initiatives, such as the implementation of the recommendations from the Report of the Task Force on Student Achievement and the maintenance of provincial databases of student and teacher information.

Fiscal Year	2003-2004	2004-2005	2005-2006	2006-2007
Human Resources (FTE)	2	2	2	9
Administration	\$161,729	\$164,681	\$220,721	\$194,729
School Improvement and Assessment				\$1,068,609
Total	\$161,729	\$164,681	\$220,721	\$1,263,338

Note: For additional budget information and program highlights, please see the entries for the individual divisions and sections noted above.



English Programs and School Development

Mandate

The English Programs and School Development Division is responsible for developing, implementing, evaluating and supporting high quality curriculum, programs and services in English to meet the needs of students in the public school system of PEI (Grade 1 to Grade 12). The division also has responsibility for guiding and implementing the school development planning process.

Main Areas of Responsibility

The division provides leadership, coordination and support in the development, in-service and maintenance of quality curriculum programs and resources for the Prince Edward Island public school system. In addition, the division provides leadership, guidance, advice, and support to the school development planning process.

Fiscal Year	2003-2004	2004-2005	2005-2006	2006-2007
Human Resources (FTE)	22	21	20	18
Human Resource Development	\$227,609	\$260,610	\$209,794	\$220,095
Programs – General	\$374,091	\$375,916	\$413,286	\$279,803
Elementary Programs	\$878,390	\$895,936	\$836,412	\$979,190
Secondary Programs	\$782,893	\$681,625	\$698,104	\$884,513
Total	\$2,262,983	\$2,214,087	\$2,157,596	\$2,363,601

Two English Programs employees are included in the School Improvement and Assessment Section as reflected in the entry for the Public Education Branch.

Major Achievements

- The implementation of new health curricula, with supporting resources, was completed in grades 1, 2 and 3.
- A newly trained Reading Recovery™ teacher leader began providing support to a new group of 13 Reading Recovery™ teachers.
- The implementation of the Grade 5 Council of Atlantic Ministers of Education and Training (CAMET) *Atlantic Canada Reading Assessment Resource* was completed.
- A Grade 1 to 6 social studies specialist position was established to support the development and implementation of new social studies curricula.
- The implementation of a new high school chemistry curriculum with supporting resources was completed and implemented.
- The implementation of the Grade 8 CAMET social studies curriculum, with supporting resources, was completed.
- Curriculum development began in the areas of welding, automotive technology and carpentry to support one component of the trades strategy.
- Phase 2 of the cross-curricular literacy initiative to support struggling readers at the intermediate level was completed in five families of schools. This project was based on a CAMET resource, *Cross-Curricular Reading Strategies for Young Adolescents*.
- Ten pilot schools completed the first year of the school development process and experienced a successful pilot. The second year of the process began in September 2006.
- Thirty-three schools in the Eastern School District, seven schools in the Western School Board, and two schools in the Commission scolaire de langue française started their participation in the school development process in September 2006.

Goals of English Programs and School Development

- ▣ Improve curricula, programs and services for students
- ▣ Improve resources to support learning and teaching
- ▣ Improve in-service, as well as other professional development, for educators
- ▣ Increase employee satisfaction
- ▣ Improve working relationships with all internal and external partners

Activities

Primary/Elementary Education

- The revised Grade 6 PEI History curriculum and new supporting resources were piloted. Development continued on a supporting resource binder, *Historical Places*.
- All Grade 5 teachers received two days of in-service on the CAMET Atlantic Canada Reading Comprehension Assessment Resource.
- A new Grade 1 language arts resource, *Literacy Place for the Early Years*, was piloted.
- All English elementary schools had access to the Reading Recovery™ program.
- The CAMET Achievement Standards (grades 1 to 6) for language arts and mathematics were in the development process.
- The CAMET primary math assessment resource was being developed.
- EBSCO, a periodical online database, was implemented in all elementary schools.
- New computer math software resources, *Understanding Numeration*, *Understanding Math*, and *Polygons*, were provided to all elementary schools.
- Program development, in partnership with other organizations and agencies, continued in the following areas:
 - ▶ Interpretation of Running Records
 - ▶ *Historical Places* Binder
 - ▶ Safety (i.e., fire, hazardous products, 911, personal)
 - ▶ ArtsSmarts
 - ▶ Professional development for elementary principals on early literacy development
 - ▶ Global Education Initiative

Secondary Education

- A new biology curriculum, as well as new resources, were piloted in grades 11 and 12.
- A new social studies curriculum, with supporting resources, was implemented in Grade 8.
- A new Applied Math 801 for trades was piloted in several high school classes.
- A revised music course, *Styles in Popular Music*, with new supporting resources, was piloted.
- A new language arts resource was implemented in Grade 9.
- Five senior high social studies courses were revised, and four of these courses were piloted.
- The Grade 7 to 9 health curriculum was revised, and new resources were piloted.
- The Grade 7 to 9 visual arts curriculum was revised, and new resources were piloted.

- A revised cooperative education curriculum was completed and piloted.
- An English as an Additional Language (EAL) curriculum framework was developed for the senior high level.
- Support for curriculum planning and pacing was provided to Grade 7 to 9 math teachers.
- EBSCO, a periodical online database, was implemented in all secondary schools.
- Program development, in partnership with other organizations and agencies, continued in the following areas:
 - Comprehensive Trades Strategy
 - The Transitions Program
 - Global Education Initiative

School Development

- The Provincial School Development Committee, with representation from the three school boards, the PEI Teachers' Federation, and the Department of Education, continued to collaborate to implement and monitor the school development planning process.
- Additional financial resources were added to carry out the school development process.
- Data collection instruments and surveys for parents, teachers and students, developed by the Department of Education, were used by a number of schools.
- *Tell Them From Me* (an online continuous monitoring survey to collect data from teachers and students) continued to be used by some pilot schools and was also implemented by some schools new to the school development process.
- *StudentsAchieve* software (an online collaboration system that can be used by schools to communicate more effectively and efficiently with parents, students and teachers) was purchased for 23 schools.

French Programs



Helen Lockerby receives the 2006 French Educator of the Year award

Mandate

The French Programs Division is responsible for providing French language curricula and curricula support services and resources to teachers and students from Grade 1 to Grade 12.

Main Areas of Responsibility

The division provides leadership, coordination and support in the development, in-service and maintenance of high quality curriculum programs and resources for French first language, French immersion and core French programs in the Prince Edward Island public school system. The division also provides opportunities for teachers and students to promote French education.

Fiscal Year	2003-2004	2004-2005	2005-2006	2006-2007
Human Resources (FTE)	11	10	10	12
Total	\$1,208,599	\$1,313,266	\$1,725,398	\$1,797,569

Major Achievements

- Implementation of new math curricula was completed in grades 1 and 2 French first language and French immersion.
- The new French first language curriculum was piloted for Grade 9 with its implementation continuing over the next two years. Grade 10 teachers received training for the new French first language curriculum.
- *La Lecture en Fête*, a book promotion and reading project, was provided for intermediate and high schools.

- Literacy mentors worked with schools to assist in their literacy initiatives by conducting mentoring sessions.
- Fifty teachers participated in a mentoring program available to all teachers of French first language, French immersion and core French.
- A three-year intensive core French pilot was launched in three schools.
- New reading resources were adopted for grades 7 to 9 early immersion classes.
- Grammar books were purchased for Grade 9 late immersion classes and grades 10 to 12 immersion classes.
- Revised versions of the French immersion language arts curricula for grades 7 to 12 were piloted.
- A new social studies module for Grade 8 immersion and French first language students was piloted.
- A language portfolio for French first language and early immersion students from grades 7 to 12 was piloted.
- A Reading Recovery™ program for French first language and French immersion programs was piloted.

Goals of French Programs

- ▣ Improve curricula, programs and services for students
- ▣ Improve resources to support learning and teaching
- ▣ Improve in-service, as well as other professional development, for educators
- ▣ Increase employee satisfaction
- ▣ Improve working relationships with all internal and external partners

Activities

Curriculum Resources

- Development continued for new resources in grades 9 to 12 French Language Arts in French first language schools.
- New resources were purchased for the core French program at the intermediate level.

- The division, in collaboration with science and math teachers, developed a curriculum-supporting document on concepts in science and math at the intermediate and senior high levels.
- Resources for classroom libraries, in both French immersion and French first language, were provided.
- Resources to assist teachers with literacy development and instruction were provided for all French first language schools and French immersion schools.
- A book fair was held to give school teachers an opportunity to purchase French books for school libraries, in support of curriculum and independent reading.
- New reference materials and teaching resources were added to the Professional Development Library.
- The division coordinated the delivery of distance education courses for grades 11 and 12 in French first language schools.
- Resources for the Intensive Core French program were purchased.
- Elementary Core French teachers received CDs for their classroom music libraries.
- New resources were purchased to support the writing component of the French Immersion Language Arts program in grades 3 to 6.
- Teachers in French first language for grades 1 to 6 received training for the use of a classroom tool named *Le code d'auto-correction*.
- Piloting of new core French materials began at the Grade 10 level.

Professional Development

- The division led a literacy project in developing teaching tools to assist teachers in gaining a better understanding of the literacy process.
- Literacy workshops were held for teachers and school principals of grades 1 to 8.
- Joint staff meetings were held with the English Programs, School Development and Student Support Services divisions and the Technology in Education section.
- Staff participated in various learning activities.
- A meeting was held with principals and school board officials of French immersion schools and French first language schools to discuss programs and other issues pertaining to the educational needs of the schools.
- A pamphlet, *Français en force: Comment perfectionner son français*, was distributed to teachers wishing to improve their oral competency skills.
- In collaboration with La Société éducative, the division offered a language training institute to 15 teachers wanting to improve their French as a second language.

- Contributions were made to projects sponsored by the PEI-Québec Agreement.
- Partnerships with l'Association des enseignants de langue française resulted in the organization of in-servicing for the new grammar approach in grades 9 to 12.
- The first distance education workshop was held for high school core French teachers, via *Illuminate live!* software.
- A literacy workshop in reading and writing was offered for grades 1-6 French immersion teachers.

Student Activities

- Consultants collaborated directly with teachers and the community to offer the Festival des arts dramatiques, annual science and heritage fairs, French Celebration Week and ArtsSmarts/GénieArts.
- The French Programs division participated, for the third consecutive year, in the ArtsSmarts program. Eleven projects were selected from the three school boards, including participation from French immersion students. This program aims to integrate learning through the arts in all subjects in the classroom.
- Various activities were organized for students at all levels in all three French programs for *Célébration de la Francophonie – French Week Celebration*. Some of the activities included performances by local artists as well as artists from Quebec and New Brunswick. Most schools organized their own activities to celebrate French Week. For the third year, the French Programs division, in collaboration with Radio-Canada, invited students to listen to the morning show where the host dedicated 20 minutes of the morning broadcast, *Le Réveil* to students across the Island. Fifty classes listened to this radio broadcast.
- Fifteen classes, in all three programs and at all levels, participated in this year's *Le Festival des arts dramatiques* during the month of April. For the first year, a French Intensive class participated in the event.
- Three consultants visited all Grade 9 French immersion classes to discuss the French immersion program at the high school level and to encourage students to remain in French immersion.
- Eleven students participated in the *Quebec/PEI Six-Month Exchange Program* this year. These students were enrolled in both French immersion and core French Grade 11 classes.
- Students in the Intensive French pilot program participated in oral interviews with three consultants.

Other

- The division, in collaboration with the three school boards and other French school boards in Atlantic Canada, participated in the Cerf Volant Network. This project helps provinces distribute information to encourage student engagement and awareness of Acadian and francophone artists.
- In partnership with the Eastern School District and the Western School Board, curriculum specialists from the division made presentations to parents on the Early French Immersion program.



Helen Lockerby receives the 2006 French Educator of the Year award

Programmes en français

Mandat

La Division des programmes en français est chargée de fournir les programmes d'études en français ainsi que les services et les ressources à l'appui de ces programmes aux enseignantes, enseignants et élèves depuis la 1^{re} jusqu'à la 12^e année.

Principales sphères de responsabilité

La Division assure la direction, la coordination et le soutien pour ce qui est de l'élaboration, de la formation et de la mise à jour des programmes d'études et des ressources de qualité pour les programmes de français langue maternelle, d'immersion en français et de français de base dans le système scolaire de l'Île-du-Prince-Édouard. La Division donne également aux enseignants et aux élèves des occasions de promouvoir l'éducation en français.

Année financière	2003-2004	2004-2005	2005-2006	2006-2007
Ressources humaines (ETP)	11	10	10	12
Total	1 208 599 \$	1 313 266 \$	1 725 398 \$	1 797 569 \$

Principales réalisations

- On a terminé la mise en place d'un nouveau programme de mathématiques en 1^{re} et 2^e année du français langue maternelle et de l'immersion en français.
- On a mis à l'essai un nouveau programme d'études en français langue maternelle pour la 9^e année dont la mise en place se déroulera au cours des deux prochaines années. Le

personnel enseignant de la 10^e année a reçu une formation pour le nouveau programme d'études du français langue maternelle.

- *La lecture en fête*, un projet de promotion du livre et de la lecture, a été instaurée dans les écoles secondaires de premier et de deuxième cycle.
- Les mentors en littératie ont aidé les écoles à mettre sur pied leurs initiatives de littératie et ont organisé des séances de mentorat en littératie.
- Cinquante enseignants ont participé à un programme de mentorat offert à tous les enseignants du français langue maternelle, de l'immersion en français et du français de base.
- Un projet pilote en français de base intensif de trois ans a été lancé dans trois écoles.
- De nouvelles ressources de lecture ont été adoptées pour les classes d'immersion précoce de la 7^e à la 9^e année.
- On a acheté des livres de grammaire pour les classes d'immersion tardive de 9^e année et les classes d'immersion de la 10^e à la 12^e année.
- On a mis à l'essai des versions révisées des programmes d'arts du langage en immersion en français pour les classes de la 7^e à la 12^e année.
- Un nouveau module de sciences humaines a été mis à l'essai pour les élèves de 8^e année d'immersion et de français langue maternelle.
- On a mis à l'essai un portfolio langagier pour les élèves d'immersion précoce et de français langue maternelle de la 7^e à la 12^e année.
- On a mis à l'essai un programme de Reading Recovery™ pour les programmes de français langue maternelle et d'immersion en français.

Objectifs des Programmes en français

- ▣ Améliorer les programmes d'études ainsi que les programmes et les services destinés aux élèves
- ▣ Améliorer les ressources à l'appui de l'apprentissage et de l'enseignement
- ▣ Améliorer la formation et le développement professionnel destinés aux éducateurs
- ▣ Accroître la satisfaction des employés
- ▣ Améliorer les relations de travail avec tous les partenaires, tant les partenaires de l'extérieur que ceux à l'interne

Activités

Ressources curriculaires

- Poursuite de la mise au point de nouvelles ressources pour les arts du langage en français de la 9^e à la 12^e année dans les écoles de langue française.
- Acquisition de nouvelles ressources pour le programme de français de base au niveau intermédiaire.
- La Division, en collaboration avec les enseignants de sciences et de mathématiques, a rédigé un document d'accompagnement du programme d'études qui traite de concepts scientifiques et mathématiques à l'intention des niveaux intermédiaire et secondaire.
- Fourniture de ressources pour les bibliothèques dans les salles de classe de l'immersion en français et du français langue maternelle.
- Fourniture de ressources pour aider le personnel enseignant en matière de développement et d'enseignement de la littératie pour toutes les écoles françaises et les écoles d'immersion en français.
- Tenue d'une exposition de livres pour donner aux enseignants la possibilité d'acheter des livres en français pour les bibliothèques scolaires, afin d'appuyer le programme d'études et la lecture indépendante.
- Ajout de nouveaux matériels de référence et d'ouvrages pédagogiques à la Bibliothèque de perfectionnement du personnel.
- La Division a coordonné la prestation des cours du programme d'enseignement à distance de la 11^e et de la 12^e année dans les écoles de langue française.
- Achat de ressources pour le programme de français de base intensif.
- Le personnel enseignant du français de base élémentaire a reçu des CD pour les discothèques musicales en salles de classe.
- Achat de nouvelles ressources afin d'appuyer la composante d'écriture du programme des arts langagiers de l'immersion en français dans la 3^e à la 6^e année
- Formation à l'utilisation d'un outil pour la classe intitulé *Le code d'auto-correction* pour le personnel enseignant de la 1^{ère} à la 6^e année de l'école française.
- Fournitures de nouveaux matériels de français de base à l'essai en 10^e année.

Perfectionnement professionnel

- La Division a mené un projet de littératie qui visait à mettre au point des outils pédagogiques pour aider les enseignants à mieux comprendre le processus de littératie.
- Tenue d'ateliers sur la littératie à l'intention des enseignants et des directeurs d'écoles de la 1^{re} à la 8^e année.
- Réunions conjointes du personnel avec celui des Programmes en anglais, de la Division des services aux étudiants et de la Division de la technologie en apprentissage.
- Participation du personnel à diverses activités d'apprentissage.
- Tenue d'une réunion avec les directeurs et les membres des commissions scolaires des écoles d'immersion en français et de langue française afin de discuter des programmes et d'autres questions ayant trait aux besoins éducationnels des écoles.
- La brochure, *Français en force : Comment perfectionner son français*, a été distribuée aux enseignants qui souhaitent améliorer leurs compétences à l'oral.
- En collaboration avec la Société éducative, la Division a offert une session d'étude intensive en formation linguistique à quinze enseignants désirant améliorer leur français comme langue seconde.
- Contributions à des projets financés par l'entremise de l'Entente Québec-Île-du-Prince-Édouard.
- Des partenariats avec l'Association des enseignants de langue française ont abouti à l'organisation d'une formation sur les nouvelles méthodes grammaticales de la 9^e à la 12^e année.
- Les enseignants du français de base au secondaire ont tenu le premier atelier d'éducation à distance, à l'aide du logiciel *Illuminate live!*
- On a offert un atelier de littératie en lecture et en écriture aux enseignants de l'immersion en français de la 1^{ère} à la 6^e année.

Activités étudiantes

- Les conseillers ont collaboré directement avec les enseignants et la collectivité pour présenter le Festival des arts dramatiques, les expo-sciences annuelles, la Foire du patrimoine, la Semaine de la francophonie et GénieArts.
- La Division des programmes en français a participé, pour la troisième année consécutive, au programme GénieArts. Onze projets issus des trois commissions scolaires, y compris l'immersion en français, ont été sélectionnés. Le programme vise à intégrer l'apprentissage par l'entremise des arts dans toutes les matières scolaires.

- *Semaine de la francophonie*

De nombreuses activités ont été organisées pour les élèves de tous les niveaux dans les trois programmes en français. Parmi les activités, on comptait des spectacles donnés par des artistes locaux, québécois et néo-brunswickois. La plupart des écoles ont organisé leurs propres activités à l'occasion de la Semaine de la francophonie. Pour la troisième année, la Division des programmes en français, en collaboration avec Radio-Canada, a invité les élèves à écouter l'émission du matin, *Le Réveil*, dont l'animateur consacrait 20 minutes aux élèves de l'Île. Cinquante classes ont syntonisé l'émission radiophonique pour suivre les événements de la semaine.

- *Festival des arts dramatiques*

Quinze classes des trois programmes et de tous les niveaux ont participé au festival, qui s'est tenu en avril. Pour la première année, une classe de français intensif a participé à l'événement.

- Trois conseillers ont visité toutes les classes d'immersion en français de 9^e année pour discuter du programme d'immersion en français

- *Programme d'échange de six mois entre le Québec et l'Île-du-Prince-Édouard*

Onze élèves ont participé au programme, cette année. Il s'agissait d'élèves de 11^e année de l'immersion en français et du français de base.

- Les élèves du programme de français intensif à l'essai ont participé aux entrevues orales avec trois conseillers.

Autre

- La Division, en collaboration avec les trois commissions scolaires de l'Île et d'autres commissions scolaires francophones du Canada atlantique, a adhéré à un nouveau partenariat appelé le Réseau Cerf-Volant. Ce projet vise à aider les provinces à diffuser l'information visant à encourager les élèves à participer et à s'éveiller à la culture et aux artistes acadiens et francophones.

- En partenariat avec la Commission scolaire de l'est et la Commission scolaire de l'ouest, les spécialistes de programmes d'études de la Division ont fait des exposés aux parents sur le programme d'immersion précoce en français.



Student Support Services

Mandate

The Student Support Services Division provides learning supports and services to students, their families and teachers in the public school system. It works closely with school boards, and partners with other Government departments and community organizations on student services issues and initiatives.

Main Areas of Responsibility

The Student Support Services Division is responsible for special education, youth programs and services, career development, school athletics, Active Healthy School Communities, education programs for youth at the Provincial Adolescent School, school counselling support, tutoring, services for children who have visual or hearing impairments, aboriginal and diversity education issues, English as an Additional Language (EAL), French as an Additional Language (FAL) home schooling and assistive technology.

Fiscal Year	2003-2004	2004-2005	2005-2006	2006-2007
Human Resources (FTE)	17	17	16	18.5
Total	\$2,255,019	\$2,128,386	\$2,215,671	\$2,500,948

Major Achievements

- A new Learning Disabilities (LD) Specialist was hired.
- New funding of \$660,000 was allocated to the school boards to increase paraprofessional staffing, such as Educational Assistants and Youth Service Workers.
- A new Learning Disabilities Strategy was started in consultation and collaboration with partners from the school boards and community stakeholders.

- Due to unprecedented demands for English as an Additional Language (EAL) services, a new service delivery model for EAL was developed through ongoing collaboration and cooperation among school boards, school staff and the Department of Education.
- A *Secondary Transition Planning* document was developed and in-serviced, creating a framework for successful transition planning for young people with special needs.
- Six schools piloted Grade 1 phonics interventions in resource rooms across the province to offer extra support in the area of early literacy.
- Thirty families and 48 students enrolled for home-schooling this school year for a total of 48 students.

Goals of Student Support Services

- ▣ Improve accessibility to programs and services
- ▣ Improve inclusionary practices
- ▣ Improve programs and services for students
- ▣ Improve resources to support learning and teaching
- ▣ Improve in-service, as well as other professional development, for educators
- ▣ Improve working relationships with all internal and external partners
- ▣ Improve accountability

Activities

Special Education

- The Special Education and Student Services Standing Committee, involving a variety of educational partners, met regularly to provide advice and leadership in matters relating to the education of students with special needs.
- A committee met regularly to coordinate the piloting of efficient collection and data entry in TREVLAC (PEI's student administrative database) for students with special needs.
- Department staff continued to be involved in directing the delivery of Atlantic Provinces Special Education Authority (APSEA) services in the province, and in monitoring the recommendations of the recent review of APSEA.

Learning Disabilities

- The *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS) screening process was completed with all Grade 1 students in pilot schools to determine literacy needs.
- Training in Letterland and Jolly Phonics was provided to teachers, board consultants, the department specialist and the speech language pathologist involved in delivering kindergarten and Grade 1 phonics intervention pilots.

Autism Services

- A review of the delivery of autism services on the Island was initiated.
- *A Resource Guide for Parents of Children with Autism: Supporting Inclusive Practice* (2006, Timmons, Breitenbach, MacIsaac) was distributed to all families whose children with autism are currently in elementary school or who are entering school in the coming year. *Educating Children about Autism in an Inclusive Classroom* has been distributed to all teachers who have students with autism in their class. Both resources have been made available on the department website.
- Training sessions in autism spectrum disorders, behavioural teaching strategies and crisis support were offered to teachers and educational assistants.
- Mentoring and professional development for two new autism consultants were initiated.
- Direct support to schools was provided for student assessment, as well as design of individualized educational or behavioural support plans.
- Specialized reading, math and related software curriculum resources were provided to selected schools to assist in the creation of individualized programs for students with autism.
- Staff continued the collaboration with Queen's University to complete the fifth year of an epidemiology research project, the National Epidemiological Database for the Study of Autism in Canada.
- The *Secondary Transition Planning Resource: A framework for successful transition planning for young people with special needs*, was completed in the spring of 2007 and provided to all intermediate and high schools along with training. An abridged version of the resource was made available to parents during several parent information sessions across the Island.
- The updated *Elementary Transition Resource* was provided to all teachers who have a student with autism in their class. The resource was made available to all teachers on the department website and has been shared with parents through the Association for Community Living.
- *Recommended Guidelines for Appropriate Use of Non-Violent Crisis Prevention and Intervention in Schools* was completed by the Provincial NVCi Steering Committee and submitted to the school boards and the Department of Education for consideration.

Healthy Schools

- All Year II – School Development schools were offered individual support in relation to healthy eating, physical activity, tobacco reduction, emotional/social well-being and youth leadership opportunities.
- In partnership with the Department of Education, other Government departments, school boards, provincial alliances, non-governmental organizations, community groups and volunteers, a number of schools have developed or accessed a variety of programs and initiatives such as: breakfast programs, tobacco cessation resources, healthy eating/lunch time changes and a wide variety of physical activity initiatives, resources and supports.

Early Learning and Literacy

- A school-based professional development (PD) series on *Developing Phonological Awareness and Phonics Skills* was presented and facilitated.
- A PD session, *How to Teach Decoding to Struggling Readers*, was presented to approximately 100 resource and alternative education teachers. Supporting resources were provided to each participant.
- Consultations and demonstrations of literacy strategies and resources were conducted with approximately 12 resource/classroom teachers.
- A presentation of *Assisting Students in our Schools* was given to 14 education coalition tutors.
- A school-based PD session, *Spelling Strategies*, was facilitated.
- Several schools received presentations on *Good Reader Strategies*, *Literacy Strategies Across the Curriculum*, *Teaching Struggling Readers to Decode*, *Comprehension Strategies for All*, *Strategies for Struggling Readers* and/or *Developing Phonological Awareness*, *Phonemic Awareness and Phonics Skills*, as part of their school-based PD plans.
- One-hundred and fifty new titles were added to the *Student Support Resource Guide* (formally called the *Special Education Program of Studies*).
- Approximately 250 separate packages of books were prepared for loan to resource teachers.
- Each elementary resource teacher and hearing education auditory resource teacher received a copy of Miriam Trehearne's *Grades 1-2 Teacher's Resource Book* and *Comprehensive Literacy Resource for Grades 3-6 Teachers*.
- Copies of *Comprehensive Literacy Resource for Grades 3-6 Teachers* were distributed to intermediate and senior high resource teachers and alternative education teachers.
- All schools, alternative education sites and Hearing Education Auditory Resources (HEAR) offices received a copy of *Blueprint for Literacy: A Handbook of Effective Literacy Practices*.

Provincial Adolescent School

- Twenty-five students from across the province were enrolled at the Provincial Adolescent School during the 2006-2007 school year. The maximum class size is 15, with the majority of students spending more than six months at the school.
- Provincial Adolescent School staff partnered with the Provincial Adolescent Group Home, Family Ties Counselling Services and the school boards to support the personal, social and learning needs of students.
- Provincial Adolescent School students provided more than 250 hours of community service to the Charlottetown Chapter of IODE in landscaping and related activities for the Joe Ghiz Memorial Park.
- Provincial Adolescent School provided more than 60 hours of community service to the Jack Frost Winter Carnival. In cooperation with the Charlottetown Recreation Department, the school was able to offer comprehensive programming in the areas of recreational skills and sportsmanship and physical development.
- Students of the Provincial Adolescent School, in conjunction with Charlottetown Rural High School, participated in several class sessions on food preparation.
- In conjunction with the CARI pool, the Provincial Adolescent School was able to offer recreational physical development to students through swimming.

Diversity and Aboriginal Education

- Action plans were developed with partners on *School Success for Aboriginal Children and Youth* and for *English Second Language Learners* in the public school system.
- Professional development workshops and activities were provided to teachers, board staff and department staff in the area of diversity and cultural awareness.

Counselling

- Ongoing PD for counsellors was supported through workshops and meetings with partners.
- The school counselling specialist represented the department on a number of provincial and interdepartmental committees.

School Sport

- The PEI School Athletic Association (PEISAA) signed a corporate sponsorship agreement with UPEI which will allow them use of the athletic facilities at UPEI for provincial championships. The PEISAA held field hockey, soccer, volleyball, basketball and badminton championships at UPEI in 2006-07.

- The PEISAA created the Student Athlete Achievement Awards which recognized student athletes in the PEISAA system who excelled academically. Eligible Grade 12 students received a certificate of recognition, and the highest academic achieving male and female in each school received a medal during the athletic awards ceremony at each school.



Kindergarten Programs

Mandate

This section provides policy, program and funding advice to Government in areas relating to provincial kindergarten programs. It supports kindergarten programs within the early childhood system to ensure Island children have a high quality, early learning experience.

Main Areas of Responsibility

The Kindergarten Programs Section administers the provincial kindergarten program. The section funds a core kindergarten program, develops and implements curriculum, and provides curriculum resources and support to English, French and French immersion kindergarten programs.

Fiscal Year	2003-2004	2004-2005	2005-2006	2006-2007
Human Resources (FTE)	5	5	6	6
Total	\$2,957,297	\$2,984,993	\$3,090,243	\$3,027,128

Major Achievements

- The Bridges project was introduced to the early childhood sector. This was a joint effort with the Department of Social Services and Seniors, the Early Childhood Development Association and the Department of Education.
- The Kindergarten Programs Section implemented a progress report for children in September 2006.
- A resource and administration grant was provided to kindergartens.

Goals of Kindergarten Program

- ▣ Contribute to the development of a comprehensive early childhood system in Prince Edward Island by providing a creative and unique community-based kindergarten system grounded in how children learn and develop and maximize opportunities for all children
- ▣ Appreciate and build upon existing community-based programs, acknowledging best practices and diversity
- ▣ Balance flexibility and responsiveness to the needs of families and communities with fairness and consistency to all partners
- ▣ Address human resource issues (for example: wages, benefits, working conditions and training)
- ▣ Promote a system that is effective, cost-efficient and accountable
- ▣ Provide good communication to early childhood educators, parents and the community for the ongoing development of the program

Activities

- Through the Bridges project, kindergarten specialists, kindergarten mentors and *Measuring and Improving Kids Environments* (MIKE) consultants, provided support to all early childhood programs, including kindergartens.
- Shared funding with the Department of Social Services and Seniors was obtained to enable the Early Childhood Development Association to hire an executive director.
- A large number of kindergarten educators attended The Summer Institute on Effective Literacy Learning with Miriam Trehearne.
- Follow-up sessions to the summer institute on Effective Literacy Learning were provided to all English, French and French immersion educators.
- New English, French and French immersion kindergarten educators received in-service on language arts and math curricula.
- Integrated curriculum writing committees were struck to begin the development of a provincial integrated kindergarten curriculum.
- Integrated curriculum resources were selected for field testing.
- The Kindergarten Standing Committee underwent an exercise in strategic planning focused on revising the Kindergarten Goals.



Professional Development

Mandate

Through the Professional Development Section, the Department of Education supports educators in continuous learning so they are kept abreast of new knowledge, best practices and opportunities to integrate this into their work in support of student learning.

Main Areas of Responsibility

The Professional Development Section provides leadership, coordination and support in the development of induction programs for new teachers and leadership programs for administrators.

Please Note: Human resource and budget information for this section is included in the entry for the English Programs and School Development Division.

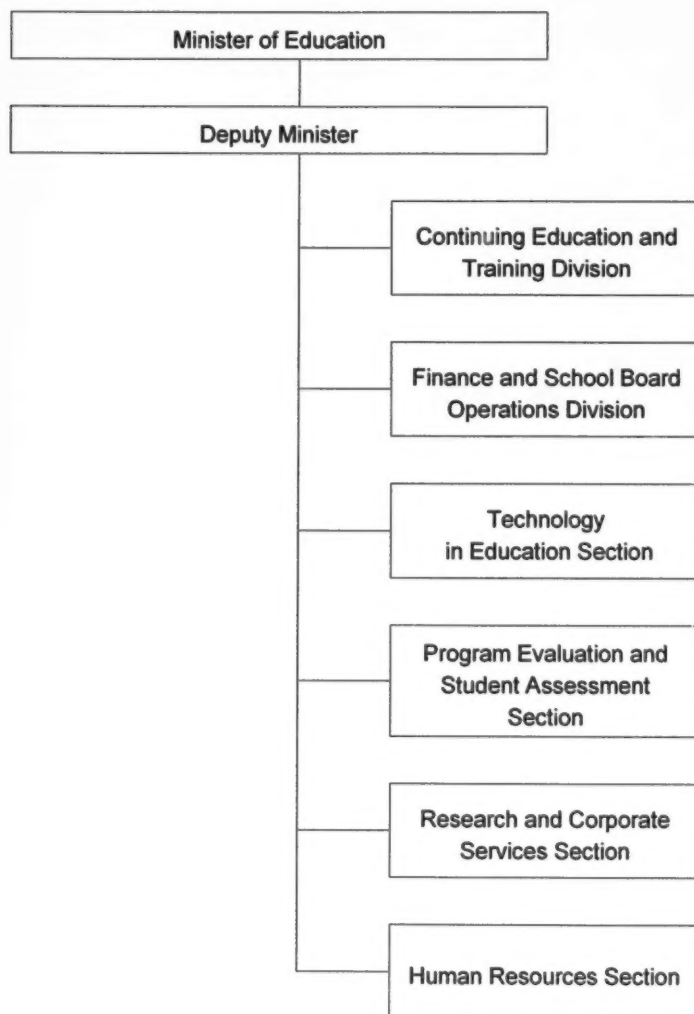
Goals of Professional Development

- ▣ Provide learning opportunities and options for teachers, administrators and others who impact student learning to enhance their professional knowledge and skills
- ▣ Plan, develop and coordinate delivery of learning opportunities at provincial, board and school levels that are aligned with department and school goals
- ▣ Support school leaders in the school development process as they take on new roles and responsibilities

Activities

- The Beginning Teacher Induction Program was offered in partnership with the three school boards and the Prince Edward Island Teachers' Federation for 60 beginning teachers. These beginning teachers were matched with mentors in late August. Support and training was provided for mentors, and beginning teachers and mentoring newsletters were provided throughout the year to encourage ongoing dialogue.
- Current leadership development resources were evaluated, and work was started on the creation of a new leadership development framework to better meet current needs. The framework uses self-assessment to promote personal growth.
- Four Leadership Development days were provided for the Western School Board and Eastern School District vice principals. Vice principals identified priority areas for learning, and learning communities among vice principals were initiated.
- School-based professional development (PD) is in transition as schools move from independent school PD committees to integration of professional learning with School Development committees. As part of this transition, a school-based Professional Development Leadership Workshop was given for 146 participants.
- Funding in the amount of \$50,000 was provided to support school-based and board-based PD. This includes the November PD day, innovation grants to individual schools and opportunities for peer coaching, planning and observation.
- Three sabbatical leaves were granted for the 2006-2007 school year.
- The following Summer Institutes were provided:
 - ▶ 40 participants attended a two-day institute on Instructional Intelligence.
 - ▶ Two four-day institutes on Tribes Training were offered with 25 participants attending each session.
 - ▶ Three teachers were certified to facilitate Tribes Training.
- Funding was provided to assist with registration costs for 12 Island educators to attend off-Island leadership institutes during the summer
- Consultation and facilitation services were provided to school boards and schools, upon request, with a focus on supporting School Development.
- A pilot project was introduced in cooperation with the Western School Board to have teachers experience learning through a Community of Practice.

Higher Education and Corporate Services Branch





Higher Education and Corporate Services Branch

Mandate

The Higher Education and Corporate Services Branch is responsible for the provision of high quality services to both internal and external clients. These services include general administration, financial administration, planning, technology support and human resources. The branch carries out its work through two divisions and four sections:

- Continuing Education and Training Division
- Finance and School Board Operations Division
- Technology in Education Section
- Program Evaluation and Student Assessment Section
- Research and Corporate Services Section
- Human Resources Section

Main Areas of Responsibility:

This branch provides leadership and support within a range of areas including adult education, post-secondary education, payroll and budgetary support of the school boards, capital construction planning, integration of information technology into the curriculum, coordination of the provincial Common Assessment Program, research and reporting, legislative coordination and human resources. For additional information and program highlights, please see the entries for the individual divisions and sections noted above.

Note: Human resource and budget information for this branch are included in the entry for the Finance and School Board Operations Division.



Continuing Education and Training

Mandate

The Continuing Education and Training Division improves and maintains high quality education and human development programs and services for lifelong learners, and ensures that learners have access to post-secondary education.

Main Areas of Responsibility

The Continuing Education and Training Division is responsible for facilitating the delivery of post-secondary education and human development programs and services to Prince Edward Island lifelong learners and ensuring that learners have access to post-secondary education, training and adult learning. Within this division, the six work units are Apprenticeship Training, Literacy Initiatives Secretariat, Post-Secondary Education, Private Training Schools, Registrar's Office and International Education Coordination, and Student Financial Services.

Fiscal Year	2003-2004	2004-2005	2005-2006	2006-2007
Human Resources (FTE)	21	22	19	19
General	\$959,957	\$1,017,786	\$870,822	\$773,851
Apprenticeship and Training	\$390,424	\$388,069	\$330,077	\$444,231
Post-Secondary Grants	\$56,474,571	\$58,194,663	\$58,325,137	\$61,620,261
Total	\$57,824,952	\$59,600,518	\$59,526,036	\$62,838,343

Major Achievements

- Both Red Seal exam development and translation were completed for the Heavy Duty Equipment Technician (HDET) trade. One exam was released across Canada in January 2007 with two more to follow. This process was led by the PEI Apprenticeship Section.
- Red Seal exam development was completed for the Motorcycle Mechanic trade.
- Certificates of Trade Qualification were issued to 170 PEI tradespeople.
- In-school technical training was attended by 321 apprentices.
- A new record of 90 apprentices graduated and received their Certificate of Qualification in June 2006.
- General Educational Development (GED) Grade 12 equivalency tests were written by 410 people, of whom 247 passed all five tests. Twenty-five adult learners received the PEI High School Graduation Certificate for Mature Students.
- Over 1400 Islanders were enrolled in the Literacy/Adult Basic Education program where literacy programs, high school credits and GED Preparation courses are available free of charge.
- Prior Learning Assessment and Recognition courses, workshops and consultations were offered by Workplace Education PEI, and attended by 200 Islanders.
- Essential Skills information sessions, assessments and training were delivered by Workplace Education PEI and attended by 180 Islanders.
- This year, 330 teachers were certified at the following levels: CVI-50, CVA-32, CV-222, CIV-23, VOC3-1, TechEd1-1, TechEd5-1. Seventy-six of these teachers were graduates of the UPEI Bachelor of Education Program.
- Out of the 478 substitute teachers who were authorized, 124 of these teachers received certified authorizations and 354 received non-certified authorizations.
- In partnership with the Canada Millennium Scholarship Foundation, the Millennium PEI Access Grant was created for students from low-income families who are in their second year of study. 153 Island students received this award, through new funding of \$153,000.

Goals of Continuing Education and Training

- ▣ Improve access for continuing education learners
- ▣ Improve support opportunities for continuing education learners
- ▣ Increase the level of learning of the citizenry
- ▣ Increase the skill level of the workforce relevant to PEI's economic development needs
- ▣ Increase learner satisfaction with divisional programs and services
- ▣ Increase learner satisfaction with continuing education's learning opportunities
- ▣ Increase employee satisfaction
- ▣ Increase the level of integration and cooperation within the continuing education system on PEI and among continuing education jurisdictions

Activities

Apprenticeship Training

- Holland College, in partnership with the Department of Education, the Provincial Apprenticeship Board and Island industry representatives continued to pilot a new trades training/apprenticeship model for the Automotive Technology and Welding Fabrication programs.
- In June 2006, 16 Accelerated Secondary Apprenticeship Program (ASAP) participants graduated with skill and time credits in their trade. There were eight ASAP bursaries awarded, with funding of \$8,000.
- Presentations promoting apprenticeship and ASAP were given at 10 high schools across PEI, to approximately 2,000 students.
- A newsletter was completed and distributed to apprentices, employers, schools and various interest groups.
- The number of new apprentices registered in a variety of trades was 197, with a total of approximately 600 active apprentices.
- Both Distribution Construction Line Person and Farm Technician became designated trades on PEI. The application process for the certification of the Steamfitter/Pipefitter trade was completed.
- The first National Skilled Trades and Technology Day was held on October 30, 2006. Over 1,800 students, plus members of the general public, took part in various activities held in Charlottetown.

- Two events were organized to promote female participation in skilled trades. Girls Exploring Trades and Technology (GETT) camps, in association with Skills Canada – PEI, were held on November 10, 2006, with 15 junior high school girls taking part. In March 2007, a SHE TRADES conference was held with 16 high school girls in attendance.

Literacy Initiatives Secretariat

- Two-year funding was received from the National Literacy Secretariat of Human Resources Skills Development Canada (HRSDC) in the spring of 2006. This funding is for continued project development of the *Tough Challenges: Great Rewards Literacy Strategy*.
- Workplace Education PEI, a partnership of business, labour and Government, facilitated learning opportunities in the workplace for employed Islanders. Many Islanders benefitted from programs and information sessions regarding Prior Learning Assessment and Recognition, Essential Skills Assessments and training, and practitioner training.

Post-Secondary

- The University of Prince Edward Island's base operating funding increased by \$1.25 million.
- UPEI started construction of a new home for the School of Business Administration. The new building will also house the Centre for Enterprise and Entrepreneurship, Tourism Research Centre, PEI BioAlliance and ACOA Seed Capital program.
- Holland College's base operating funding increased by \$750,000.
- Holland College celebrated the official opening of its \$7 million Centre for Labour Force Innovation. The new centre will be the site of specialized training programs and services designed to meet the needs of emerging sectors such as bioscience.

Private Training Schools

- In total, 519 people graduated from full vocational programs at registered private training schools.
- Seven new private training school programs were approved. Student satisfaction surveys were conducted for 14 programs.

Registrar's Office and International Education Coordination

- There were 454 educational assistants and 524 educational assistant substitutes entered in the Teacher Certification Database.
- The Department of Education contributed \$10,000 to help defray the cost for 125 students who attended the Historica Encounters program (formerly known as Encounters with Canada) held at the Terry Fox Centre in Ottawa.

- Program evaluation was completed for the Canadian International School in Tokyo, Japan, which delivers the PEI-Japan Public School Program of Studies. There were 222 students enrolled in the program. This school integrated the International Baccalaureate Primary Years program into the PEI elementary curriculum, with in-service sessions ongoing throughout the school year. Six students successfully completed the high school program and were awarded the PEI Public High School Graduation Diploma in June 2006.

Student Financial Services

- Over \$1,418,340 in debt-reduction grants was issued to 392 students.
- Student Financial Services staff visited 11 Island high schools to host information sessions for students and parents regarding student financial assistance.
- A total of \$6,602,090 in provincial student loans was received by 1,760 Island students.
- A total of \$706,800 in the form of Island Student Awards was received by 1,178 students.
- A total of \$115,915 in Community Service Bursaries was received by 275 students.
- Over 535 community organizations were registered with the Community Service Bursary program.



Centre acadien de prince ouest

Finance and School Board Operations

Mandate

The Finance and School Board Operations Division provides administrative and financial support services to the department and public school system in compliance with legislation and established Government and department policies. The division provides support services and advice on matters of a financial or administrative nature to all other divisions and to school boards in carrying out their mandate.

Main Areas of Responsibility

The division is responsible for budget development and control, accounting, purchasing, provision of school texts and learning materials, school board payroll support, the School Construction and Repair Program and liaison with school boards.

Fiscal Year	2003-2004	2004-2005	2005-2006	2006-2007
Human Resources (FTE)	20	19	18	18
Administration	\$1,399,372	\$1,323,847	\$1,380,704	\$1,518,981
PLMDC	\$1,356,878	\$1,249,125	\$957,499	\$1,471,197
Grants to School Boards	\$150,313,703	\$150,618,558	\$149,801,668	\$152,273,530
Total	\$153,069,953	\$153,191,530	\$152,139,871	\$155,263,708

Major Achievements

- The division provided funding for 14 school repair projects. Major renovations were started at Parkside Elementary School during the year. The construction of the West Prince French School was also completed during the year.
- The division assisted the school boards in developing a School Bus Transportation Manual.

- The division worked with school boards, the Department of Transportation and Public Works and the unions to plan for the transfer of bus maintenance to Transportation and Public Works.

Goals of Finance and School Board Operations

- ▣ Improve the quality of service to internal and external clients
- ▣ Improve accountability between school boards and the minister
- ▣ Ensure the department meets its budget targets

Activities

- The department expended \$718,255 less than initially budgeted, while collecting \$754,082 less revenue than initially budgeted.
- The department underspent its initial net budget by \$144,173, representing a 0.1 per cent variance.
- The department overspent its original net capital budget by \$1,234,700 due, in part, to school construction projects advancing faster than forecast.
- Kindergartens and the grades 1 to 12 system (70 schools and 89 kindergartens) were supplied with learning materials.
- The division provided leadership to the department management team in the development of the annual budget.
- The division supported professional development and training opportunities for employees.
- The division participated in regularly scheduled meetings of senior management groups and business directors of the three school boards and the department management team. This resulted in improved information exchange and open communication.
- Regular meetings were held with payroll staff of school boards to address issues and implement system improvements.
- Divisional staff served on national, regional, provincial and departmental committees.
- The division coordinated the annual procurement of new school buses.
- Divisional staff participated in collective bargaining sessions with Canadian Union of Public Employees (CUPE).
- The division coordinated school construction and repair projects.
- The division developed school board staffing and funding budgets.
- The division worked on negotiating a new funding agreement with Island Regulatory Appeals Commission (IRAC).



Technology in Education (TIE)

Mandate

The Technology in Education (TIE) Section is responsible for providing support and services for Communication and Information Technology (CIT) to public schools, the department and school boards.

Main Areas of Responsibility

The section provides leadership in the development of policies, procedures and standards for the use of technology in the public school system. The section offers quality professional support in curriculum development and CIT integration.

Fiscal Year	2003-2004	2004-2005	2005-2006	2006-2007
Human Resources (FTE)	38	38	36	7
Systems and Technology Services	\$2,828,700	\$2,736,256	\$2,736,256	moved to Provincial Treasury
Technology in Education	\$723,731	\$1,072,144	\$696,780	\$650,610
Total	\$3,900,844	\$3,433,036	\$3,304,265	\$650,610

Major Achievements

- Technicians, network administrators, support staff and related budget were transferred to the new IT Shared Services Unit of Provincial Treasury.
- The grades 2, 5 and 8 curriculum guides for CIT integration were developed and implemented. More than 250 teachers received in-service training.
- The Creative Multimedia Course (CMM801A) was implemented and will be offered in all high schools. Students acquire basic web and multimedia production skills through practical

experience with digital media technologies. These areas include Digital Design Principles, Digital Imaging, Animation Principles, Audio/Video Production and Web Authoring.

- Technology in Learning published its ninth issue of *Technology in Learning News* in May 2006.
- The Technology in Education Section also participated in two Public Education newsletters.
- The TIE coordinator met with principals and site technical contacts at all schools during the school year to foster good communication.

Goals of Technology in Education

- ▶ Improve client satisfaction
- ▶ Improve the quality of curriculum support
- ▶ Improve the quality of policies and standards
- ▶ Improve the quality of research and evaluation

Activities

- TIE staff provided on-site support to more than 1,000 teachers in all Prince Edward Island public schools.
- TIE continues to work at improving curriculum support.
- School Site Technical Contact meetings were held to enhance communication between schools, school boards, IT Shared Services and the Department of Education.
- Integrated science activities were created and 18 chemistry teachers received in-service.
- *Understanding Math* software was provided to intermediate and high schools.
- *Polygone Math* software was provided to all elementary schools.
- The Smart Board Seed Project was facilitated in schools and training offered to 16 teachers.
- Staff offered six workshops during the summer, which were attended by 48 teachers.
- Assistive technology support services were provided to 240 teachers and educational assistants in 43 schools.
- In total, 1,915 high school students participated in CIT related courses throughout Island high schools.
- Services were provided for an Internet Café at the PEI Teachers' Federation convention.



Program Evaluation and Student Assessment

Mandate

The Program Evaluation and Student Assessment Section administers the provincial Common Assessment Program, in addition to providing guidance, advice and support in the areas of student assessment and program evaluation to the department as well as to educational partners. The section also carries out inspections of private schools.

Main Areas of Responsibility

The section has responsibility for the provincial Common Assessment Program as well as regional, national and international student assessment programs and activities.

Please Note: Human resource and budget information for this section is included in the entry for the Public Education Branch.

Major Achievements

- The Program Evaluation and Student Assessment Section began the development of the Common Assessment Program.
- The section coordinated the administration of the Pan Canadian Assessment Program (PCAP) 2007.

Goals of Program Evaluation and Student Assessment

- ▶ Establish a provincial common assessment program
- ▶ Improve the quality of leadership, information and advice to the department on student assessment and program evaluation
- ▶ Improve the quality of the department program evaluation process

Activities

- The provincial Common Assessment Program was established, with the first common assessments developed and field tested in primary literacy and intermediate math.
- The section coordinated the administration of the Programme for International Student Assessment (PISA) 2006.
- School boards were provided with school level results for PISA 2003.
- In-depth statistical analysis was provided for the Eastern School District's Grade 9 math assessment.
- Assessment advice was provided to the Council of Atlantic Ministers of Education and Training on two initiatives: Math Assessment Resources K-3 and Student Achievement Standards.
- Private schools were inspected.
- Evaluation support and advice were provided to the Summer Tutoring Program for Kids and ArtSmarts.



Research and Corporate Services

Mandate

The Research and Corporate Services Section provides guidance, advice and support to the department and to educational partners in the areas of applied research, strategic planning, policy and program analysis, legislative coordination, performance measurement, data management, recorded information management, the *French Language Services Act*, and the *Freedom of Information and Protection of Privacy Act*.

Main Areas of Responsibility

This section has responsibility for monitoring, measuring and reporting on the performance of programs and services through the collection and analysis of qualitative and quantitative information and through the ongoing development and implementation of performance indicators. It also coordinates the development of legislation and regulations within the department, and supports the department's compliance with the *Freedom of Information and Protection of Privacy Act*, the *Archives and Records Act* and the *French Language Services Act*. Section staff also carry out policy analysis and a variety of planning processes to support the development and implementation of programs and services across the learning system.

Please Note: Human resource and budget information for this section is included in the entry for the Public Education Branch.

Major Achievements

- Staff coordinated the development and publication of the department's annual report.
- A Recorded Information Management (RIM) Policy was developed for the department.
- A presentation on the structure of Government was developed to help orient staff who are new to Government and the department.
- Support and expertise were provided to schools, boards and the department for a wide variety of data collection and survey initiatives.

Goals of Research and Corporate Services

- ▣ Ensure sound information management practices by implementing and maintaining protocols, guidelines and compliance to legislation and ethics
- ▣ Build the capacity and self-sufficiency of the section to provide quality service to clients

Activities

The Research and Corporate Services Section undertook a range of activities including coordinating and reporting on surveys, facilitating policy and planning initiatives, and monitoring and responding to legislative matters.

Surveys, Reports and Requests

- Data and data verification were provided for provincial, national and international comparable indicator reporting initiatives.
- Staff responded to information requests from individuals and organizations within and outside of the provincial learning system, including formal Access to Information requests.
- Support and expertise were provided in the development of project terms of reference and requests for proposals.
- Leadership, support and expertise were provided for various aspects of data collection and survey work, including instrument development, survey distribution, data entry and analysis, interpretation of results and report preparation. Projects included:
 - Provincial French senior high and French immersion senior high student surveys
 - Provincial Beginning Teacher Induction Program Survey
 - Department of Education Employee Opinion Survey
 - Atlantic Provinces Special Education Authority (APSEA) review surveys for teachers, students, parents, health professionals and administrators
 - Private Training Schools Student Satisfaction Survey
 - Holland College Adult Education Funding Information Survey
 - Provincial Student Financial Services Satisfaction Survey (post-secondary students)
 - Provincial Expectations of High School Graduates Survey (Grade 12 students)
 - School development planning surveys for students, teachers and parents for schools in their first year of the planning cycle

Policy, Planning and Support

- Direction and facilitation were provided for planning sessions within the department.
- Literature reviews and comparative searches were carried out across jurisdictions to gather policy/regulatory/legislative information on matters, such as provincial teaching certificates, age of school entry, student grade promotion and retention, and enrolment trends and impacts.
- Support was provided to Human Resources, the Department of Education Employee Development Fund and other projects as required.
- Accounts payable auditing support was provided to the Finance and School Board Division.
- Back-up administrative support and other duties were provided as requested to the offices of the minister and deputy minister.

Legislative Coordination and Compliance

- Retention and disposition schedules for RIM were drafted for four areas of record holdings.
- A number of internal requests were researched and resolved relating to information collection, information disclosure to education partners, kindergarten records, privacy of student records and contract provisions relating to access and privacy.
- Staff liaised with the Legislative Counsel Office, department management team, departmental solicitor, and department and school board staff in the development of legislation.
- The department's response to questions tabled in the Legislature was coordinated.



Human Resources

Mandate

The Human Resources Section provides services to the department in the administration of staffing, classification, personnel, payroll, collective agreements and professional development.

Main Areas of Responsibility

The section is responsible for development and training, performance development, human resource policy and planning, as well as chairing the Workplace Wellness Committee, the Professional Development Day Committee and the Employee Development Fund Committee.

Please Note: Human resource and budget information for this section is included in the entry for the Finance and School Board Operations Division.

Major Achievements

- The section led the organization of *Learning for Life*, the departmental Professional Development Day. Dr. Satya Brink was the keynote speaker on the topic of literacy in PEI. The overall rating for the day was at 8.8 out of 10.
- There was a slight increase in staff participation in the Employee Opinion Survey, with a participation rate of 91.9 per cent. This year, survey questions were revised to focus on employee engagement.
- The department offered a course on *Introduction to Government* for new employees.
- Four groups of employees, and 52 individuals, received approval for development and training opportunities under the Employee Development Fund.
- The Workplace Wellness Committee continued to provide fitness challenges and lunchtime wellness sessions over the course of the year. The department sponsored a wellness check for employees as part of National Healthy Workplace Week, hosted on-site Pilates classes, and assisted with the cost of pedometers for staff to participate in an Island-wide physical activity challenge using pedometers to measure cardiovascular endurance activities over a number of weeks.

Goals of Human Resources

- ▣ Improve the quality of services to internal and external clients
- ▣ Increase the level of satisfaction with a positive work environment
- ▣ Improve the quality of human resource planning

Activities

- Seventeen competitions were carried out for positions in the department.
- Sixteen position classification descriptions were sent for review.
- The Learning Through Feedback process was completed by 39 employees and their supervisors.
- Nineteen administrative support workers attended an interdepartmental professional development activity funded through the Union of Public Sector Employees Training and Development Fund.
- Four exit interviews were conducted.

Statistical Summary

Expenditures

Expenditure per Child in Kindergarten, PEI, by year

School Year	2003-2004	2004-2005	2005-2006	2006-2007
Expenditure per child	\$2,051	\$2,121	\$2,193	\$2,323

Expenditure per Child in Grades 1 to 12, PEI, by year

School Year	2003-2004	2004-2005	2005-2006	*2006-2007
Expenditure per child	\$7,125	\$7,607	\$7,835	\$8,230

*not available at time of print

Expenditure on Post-Secondary Education, PEI, by year

School Year	2003-2004	2004-2005	2005-2006	2006-2007
Total Expenditure	\$57,825,952	\$59,600,518	\$59,550,034	\$61,620,261

Student Financial Services, 2006-2007

Canada/PEI Programs:		
	Students Assisted	\$ Amount Issued
Canada Student Loan Full-time	3,325	\$21,508,374
PEI Student Loan Full-time	1,760	\$6,602,090
Canada Student Loan Part-time	76	\$166,035
Canada Study Grants:		
Permanent Disabilities	49	\$114,410
Female Doctoral Students	4	\$12,000
High-Need Part-Time	90	\$91,079
Students with Dependents	154	\$230,026
Canada Access Grant -		
Low Income Families (1 st Year)	204	\$448,184
Permanent Disability	88	\$171,794
PEI Student Debt Management Programs:		
PEI Debt Reduction Grant	392	\$1,418,340
Island Student Awards	1,178	\$706,800
Millennium Access Grants for Students From Low Income Families (2 nd Year)	153	\$153,000
Canada Millennium Bursary	361	\$1,297,757
Community Service Bursary	275	\$115,915
PEI Interest Relief	614	\$260,992
Alberta Centennial Scholarship	25	\$50,125
Marine Atlantic Bursary	1	\$3,000
Total Funds Disbursed to Students		\$33,349,921

Breakdown of Assistance:						
	# Assisted	CSL Total	# Assisted	PSL Total	# Assisted	CSG Total
University of PEI	1,238	7,705,797	586	1,874,844	66	95,121
Holland College	397	2,289,827	126	386,448	13	18,031
Other: PEI	335	2,125,155	157	668,675	55	84,258
Total PEI	1,970	\$12,120,779	869	\$2,929,967	134	\$197,410
Out-of-Province	1,355	9,387,595	891	3,672,123	20	32,616
Total	3,325	\$21,508,374	1,760	\$6,602,090	154	\$230,026

Enrolment in PEI Education System

Kindergarten Enrolment

In 2006-2007, 1,285 children, or approximately 97 per cent of five-year-olds, participated in the kindergarten program.

Grade 1 to 12 Enrolment

Official Provincial Enrolments as of September 2006													
District/board	Grades												Total
	1	2	3	4	5	6	7	8	9	10	11	12	
Eastern School District	895	876	917	1,030	1,066	1,130	1,143	1,266	1,275	1,419	1,377	1,286	13,680
Western School Board	441	491	486	530	586	595	552	619	624	676	723	657	6,980
French School Board	83	82	59	74	64	79	56	34	46	48	42	38	705
Private School	18	18	23	14	16	17	18	15	24	9	13	12	197
Total	1,437	1,467	1,485	1,648	1,732	1,821	1,769	1,934	1,969	2,152	2,155	1,993	21,562



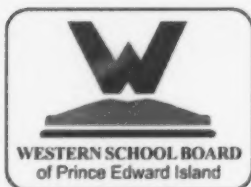
Eastern School District

**Eastern School District
Official Enrolment by School and Grade
as of September 2006**

School Name	Grades												Total
	1	2	3	4	5	6	7	8	9	10	11	12	
Charlottetown Rural High School										381	355	331	1,067
Colonel Gray High School										332	330	306	968
Bluefield High School										296	306	255	857
Birchwood Junior High School							100	141	141				382
Queen Charlotte Intermediate							182	189	191				562
Stonepark Junior High School							273	285	300				858
East Wiltshire Junior High							186	196	188				570
Glen Stewart Elementary	105	100	93	117	102	122							639
Central Queens Elementary	28	35	29	35	30	42							199
Eliot River Elementary				134	144	129							407
L. M. Montgomery Elementary	38	38	37	40	48	64							265
Donagh Regional	11	25	15	15	17	24	18	10	12				147
Englewood School	28	22	19	22	22	31	17	31	28				220
Parkdale Elementary	18	21	13	19	23	21							115
Prince Street Elementary	44	25	48	44	37	52							250
Gulf Shore Consolidated	16	23	18	28	36	25	28	46	45				265
Sherwood Elementary	75	72	86	92	91	93							509
Westwood Primary	137	127	150										414
Spring Park Elementary	55	52	49	66	66	73							361
St. Jean Elementary	19	14	17	29	24	30							133
West Kent Elementary	33	27	23	28	33	17							161
West Royalty Elementary	45	51	65	78	60	80							379
Grand Tracadie Elementary	6	8	4	7	6	9							40
Montague Regional High										256	236	222	714
Morell Regional High									76	89	77	95	337
Souris Regional High									81	65	73	77	296
Montague Intermediate							77	79	142				298
Belfast Consolidated	14	12	19	17	21	22	27	28	34				194

Eastern School District
Official Enrolment by School and Grade
as of September 2006

<i>School Name</i>	<i>Grades</i>												<i>Total</i>
	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>	
Cardigan Consolidated	19	13	14	16	21	13	27	26					149
Dundas Consolidated	10	9	8	12	8	11	10	10					78
Eastern Kings Consolidated	8	6	11	4	17	4	13	7					70
Fortune Consolidated	24	15	20	14									73
Georgetown Consolidated	13	14	9	10	10	7	8	15					86
Montague Consolidated	47	55	55	80	68	74							379
Morell Consolidated	16	16	13	19	25	29	24	36					178
Mt. Stewart Consolidated	09	3	6	12	5	11	12	10					68
Rollo Bay Consolidated					22	25	27	28					102
Souris Consolidated	16	30	21	15	28	30	26	25					191
Southern Kings Consolidated	34	30	32	35	41	39	36	48					295
St. Peter's Consolidated	7	10	7	10	11	8	14	10					77
St. Teresa's Consolidated	7	4	5	8	10	4	10	7					55
Tracadie Cross Consolidated	3	6	11	9	16	17	7	15					84
Vernon River Consolidated	10	13	20	15	24	24	21	24	37				188
Total	895	876	917	1,030	1,066	1,130	1,143	1,266	1,275	1,419	1,377	1,286	13,680



Western School Board
Official Enrolment by School and Grade
as of September 2006

School Name	Grades												Total
	1	2	3	4	5	6	7	8	9	10	11	12	
Westisle Composite High										240	259	252	751
Hernewood Junior High							106	119	102				327
M.E. Callaghan Junior High							88	102	121				311
Tignish Elementary	34	27	32	39	34	42							208
Alberton Elementary	30	34	32	42	37	39							214
Bloomfield Elementary	33	16	22	29	44	28							172
O'Leary Elementary	22	32	35	36	32	39							196
Ellerslie Elementary	18	24	37	18	22	30							149
St. Louis Elementary	20	17	22	24	22	26							131
Kensington Intermediate/Sr. High							56	85	62	73	91	79	446
Kinkora Regional High									47	52	53	44	196
Three Oaks Senior High										311	320	282	913
Summerside Intermediate							186	189	214				589
Athena Consolidated	27	40	26	35	46	54	40	45	54				367
Miscouche Consolidated	15	29	23	31	38	22	26	33	24				241
Amherst Cove Consolidated	20	16	19	18	25	27	19	25					169
Elm Street Elementary	49	73	50	105	103	103							483
Queen Elizabeth Elementary	41	55	51	67	69	75							358
Somerset Elementary	12	19	19	14	31	24	31	21					171
Parkside Elementary	36	20	44	34	45	37							216
Greenfield Elementary	84	89	74	38	38	49							371
Total	441	491	486	530	586	595	552	619	624	676	723	657	6,980



**Commission scolaire de langue française
Official Enrolment by School and Grade
as of September 2006**

School Name	Grades												Total
	1	2	3	4	5	6	7	8	9	10	11	12	
École Évangéline	17	22	12	25	20	31	27	10	23	29	25	30	271
École François-Buote	30	21	18	22	22	27	19	19	17	13	14	8	230
École St-Augustin	9	10	9	8	3	3							42
École-sur-Mer	14	16	8	7	9	5							59
Centre scolaire communautaire française de Prince-Ouest	8	8	7	5	7	6	9	3	4	3	3		63
École la Belle Cloche	5	5	5	7	3	7	1	2	2	3			40
Totals	83	82	59	74	64	79	56	34	46	48	42	38	705

**Private Schools
Official Enrolment by School and Grade
as of September 2006**

School Name	Grades												Total
	1	2	3	4	5	6	7	8	9	10	11	12	
Immanuel Christian School	6	6	8	4	2	5	5	5	2				43
Full Circle Co-operative School									3	5	1	3	12
Grace Christian	11	12	14	10	14	13	12	10	16	7	12	8	139
Total	18	18	23	14	16	17	18	15	24	9	13	12	197

Post-Secondary Enrolment

Education trends for post-secondary students in PEI are shown in the charts below.

University of Prince Edward Island Enrolment 1998-1993 to 2006-2007

School Year	Full-time	Part-time	Veterinary
1998/99	2,175	480	222
1999/00	2,322	498	232
2000/01	2,462	602	239
2001/02	2,513	566	231
2002/03	3,030	569	232
2003/04	3,013	589	291
2004/05	3,215	594	240
2005/06	3,146	524	237
2006/07	3,097	741	237

Holland College Enrolment 1998-1999 to 2006-2007

School Year	Post-Secondary		Continuing Education	Institute of Adult and Community Education (IACE)	
	Full-time	Part-time		Full-time	Part-time
1998/99	2,567	6,679		459	1,474
1999/00	2,529	6,211		592	1,546
2000/01	2,379	6,707		640	1,462
2001/02	2,347	8,986		521	1,971
2002/03	2,366	7,422		374	1,670
2003/04	2,492	7,554		355	1,382
*2004/05	1,900	176	3,000	563	361
*2005/06	1,946	172	3,425	374	559
*2006/07	2,273	148	3,396	528	563

* Changes were made to the enrolment calculation criteria beginning with the 2004-2005 academic year.

**La Société éducative de l'Î.-P.-É.
Enrolment, 1998-1999 to 2005-2006**

School Year	Full-time and Part-time
1998/99	487
1999/00	816
2000/01	836
2001/02	254
2002/03	171
2003/04	225
2004/05	164
2005/06	98
2006/07	436

Adult Education and Training Enrolments

- In-school technical training was attended by 321 apprentices.
- The total number of apprentices registered in a variety of trades was 179, bringing the number of active apprentices to approximately 600.
- Workplace Education PEI offered Prior Learning Assessment and Recognition courses, workshops and consultations which were attended by 200 Islanders.

Educational Attainment

High School Graduation Rates

Provincial Grade 12 Graduation Rates, PEI, 2001-2002 to 2005-2006

School Year	Number of Grade 12 Students Enrolled as of September of the School Year	Number of Grade 12 Students Graduated in June of the School Year	Graduation Rate
2001-2002	2117	1678	79.2%
2002-2003	2142	1760	82.2%
2003-2004	2122	1793	82.0%
2004- 2005	1993	1695	85.0%
2005-2006	2010	1736	86.4%

Learning Opportunities

Percentage of students taking courses in French

- All students enrolled in French First Language schools (705 students/3.3 per cent of total public school enrolment) have taken their courses in French.
- In the English public schools (ESD/WSB), 100 per cent of students in grades 4 through 9 took core French. Overall, a total of 41.1 per cent of students, across all grades, took core French.
- Over 19 per cent of students were enrolled in French immersion. Last year, 63.4 per cent of all students were enrolled in a French language program in the PEI English public school system.

Number of learning opportunities provided for students using information technology in grades 1 to 12

- More than 1,900 high school students participated in Computer and Information Technology (CIT) related courses throughout Island high schools. Information for other grades is not available as the use of information technology is integrated within subject areas.

Student/computer ratio

- The ratio of students to computers in schools was 4:1.

High School Drop-out Rates

Provincial High School Drop-out Rate*, Canada and PEI, 1990-1991 to 1992-1993 and 2002-2003 to 2004-2005 School Year Averages

	Three-year average 1990-1991 to 1992-1993		Three-year average 2002- 2003 to 2004-2005	
	Number	Drop-out rate	Number	Drop-out rate
Canada	316,000	15.7%	216,200	10.1%
PEI	1,900	19.1%	900	9.7%

Source: Statistics Canada, Labour Force Survey

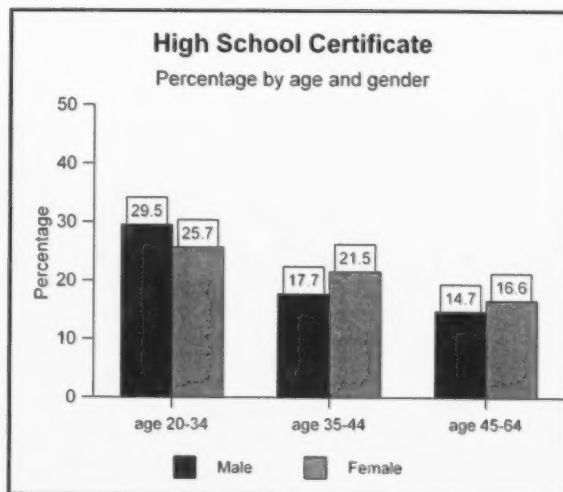
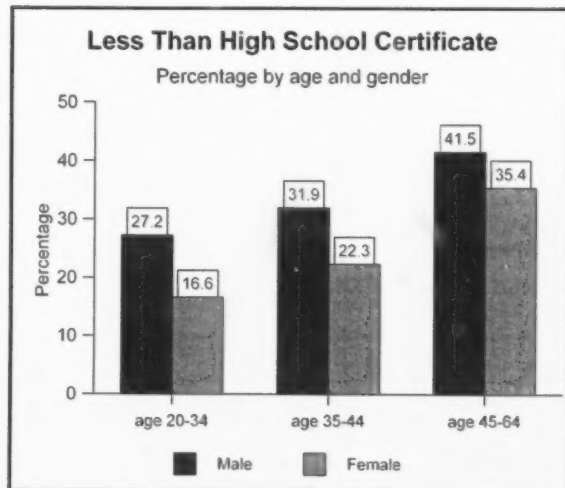
*Defined as 20- to 24-year-olds without a high school diploma and not in school.

- Over the 12-year period monitored, the PEI drop-out rate dropped 9.3 per cent which marks the second greatest decline of all of the provinces. The decline in the drop-out rate for Canada was 5.6 per cent.

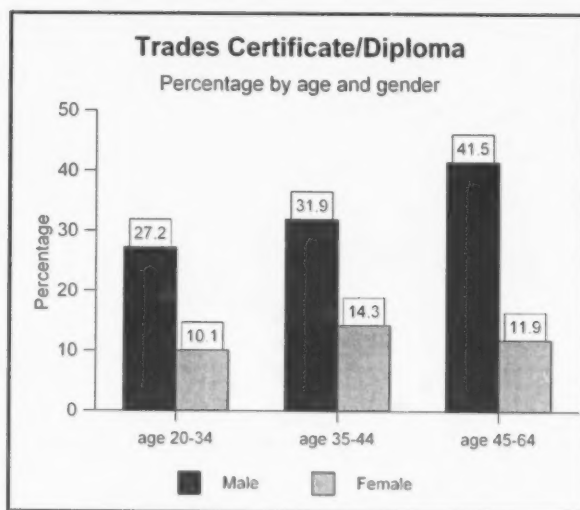
Attainment in Adult Education and Training

- Certificates of Trade Qualification were received by 170 PEI tradespeople.
- A record 90 apprentices graduated and received their Certificate of Qualification in June 2006.
- General Educational Development (GED) Grade 12 equivalency tests were written by 410 individuals, of whom 247 passed all five tests.
- 25 adult learners received the PEI High School Graduation Certificate for Mature Students.
- 519 persons graduated from full-time vocational programs at registered private training schools during the reporting year.

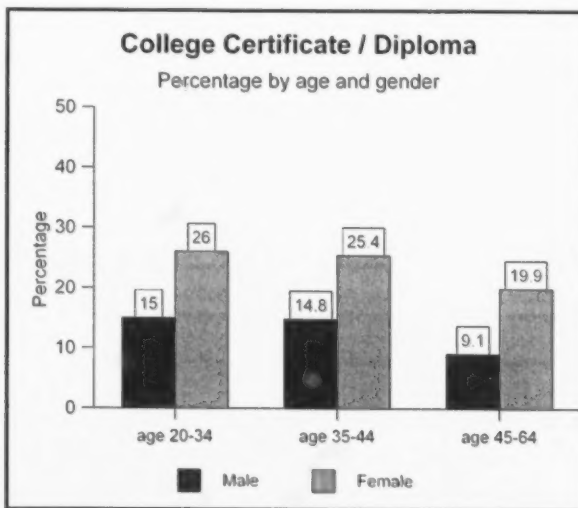
Level of Education Attainment – PEI



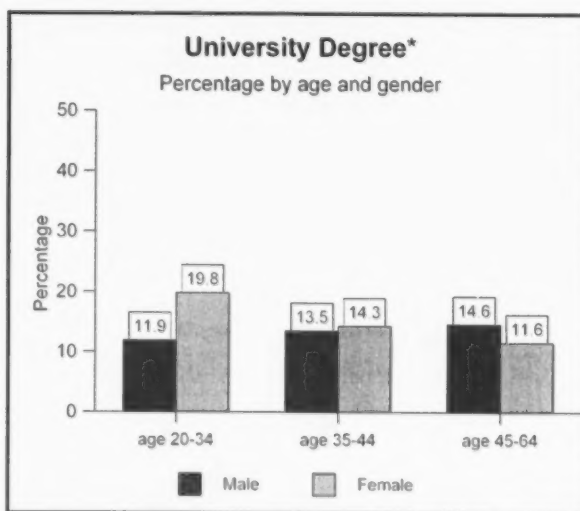
A greater rate of males than females, across all age groups, do not complete high school.



A greater rate of males than females, across all age groups, have obtained a trades certificate/diploma.



A greater rate of females than males, across all age groups, have obtained a college certificate or diploma.



An increasingly greater rate of females than males, have obtained a university degree.

*includes Bachelor's, Masters, Medical and Doctorate Degree

Source: Statistics Canada, Census 2000/01



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